

The University of Chicago

# THE CIVIC COMPETENCE OF HIGH SCHOOL SENIORS

A DISSERTATION SUBMITTED TO THE FACULTY  
OF THE DIVISION OF THE SOCIAL SCIENCES  
IN CANDIDACY FOR THE DEGREE OF DOCTOR  
OF PHILOSOPHY

DEPARTMENT OF EDUCATION  
SEPTEMBER, 1945

By  
JOHN WESLEY GATES

CHICAGO, ILLINOIS

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J. W. G.



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## TABLE OF CONTENTS

|                                                          | Page |
|----------------------------------------------------------|------|
| LIST OF TABLES . . . . .                                 | 1v   |
| Chapter                                                  |      |
| I. THE SCHOOLS AND CIVIC COMPETENCE. . . . .             | 1    |
| The Schools Are Responsible for the Civic                |      |
| Competence of Their Students                             |      |
| Meaning of Civic Competence                              |      |
| Measuring Civic Competence                               |      |
| II. CIVIC COMPETENCE AS INDICATED BY BEHAVIOR. . . . .   | 18   |
| Ratings by Teachers                                      |      |
| Ratings by Employers                                     |      |
| Comparison of Ratings by Teachers with Ratings           |      |
| by Employers                                             |      |
| Disciplinary Records                                     |      |
| Participation in Civic Enterprises                       |      |
| Participation in School, Community, and Church           |      |
| Activities                                               |      |
| Observations by Teachers                                 |      |
| Summary                                                  |      |
| III. CIVIC COMPETENCE AS INDICATED BY SELECTION OF       |      |
| CONTEMPORARIES. . . . .                                  | 71   |
| Summary                                                  |      |
| IV. SOCIAL BELIEFS AS A BACKGROUND FOR CIVIC COMPE-      |      |
| TENCE. . . . .                                           | 89   |
| Summary                                                  |      |
| V. EDUCATIONAL BACKGROUND FOR CIVIC COMPETENCE . . . . . | 96   |
| Information Possessed as a Background for                |      |
| Civic Competence                                         |      |
| Knowledge of American History                            |      |
| Knowledge of Civics                                      |      |
| Knowledge of Contemporary Affairs                        |      |
| Knowledge of Home Community                              |      |
| Summary                                                  |      |
| VI. CONCLUSIONS AND IMPLICATIONS FOR SECONDARY EDU-      |      |
| CATION . . . . .                                         | 123  |
| Conclusions                                              |      |
| Implications for Secondary Education                     |      |
| BIBLIOGRAPHY . . . . .                                   | 132  |
| APPENDIXES                                               |      |
| A. TESTS AND FORMS . . . . .                             | 134  |
| B. TABLES AND STATISTICAL MATERIAL . . . . .             | 155  |



# LIST OF TABLES

## In Text

| Table                                                                                                                                                   | Page |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 1. Summary of Teachers' Ratings of High School Seniors                                                                                                  | 20   |
| 2. Individual Ratings by Teachers for Twenty-Five Boys Selected at Random . . . . .                                                                     | 26   |
| 3. Individual Ratings by Teachers for Twenty-Five Girls Selected at Random . . . . .                                                                    | 28   |
| 4. Percentage of Agreement by Teachers in Rating Seniors . . . . .                                                                                      | 30   |
| 5. Summary of Ratings by Employers . . . . .                                                                                                            | 34   |
| 6. Pertinent Data on Students Rated by Employers . .                                                                                                    | 39   |
| 7. Record of Offenses for Which Forty-One Senior Boys Were Disciplined by the Dean of Boys . . . . .                                                    | 43   |
| 8. Record of Offenses for Which Thirty-Two Senior Girls Were Disciplined by the Dean of Girls . . .                                                     | 44   |
| 9. Ratings by Teachers of Senior Boys with a Poor Disciplinary Record . . . . .                                                                         | 46   |
| 10. Ratings by Teachers of Senior Girls with a Poor Disciplinary Record . . . . .                                                                       | 48   |
| 11. Summary of Scores Made on Ten Tests by Boys with Poor Disciplinary Record . . . . .                                                                 | 51   |
| 12. Summary of Scores Made on Ten Tests by Girls with Poor Disciplinary Record . . . . .                                                                | 53   |
| 13. Percentages of Students with Poor Disciplinary Record Ranking in Highest and Lowest Tenths and Upper and Lower Halves of the Class on Test Scores.  | 54   |
| 14. Results of Observations by Teachers of Students with Poor Disciplinary Record . . . . .                                                             | 54   |
| 15. Percentage of Students with Poor Disciplinary Record Taking Part in Election and Survey. . . .                                                      | 55   |
| 16. Average Number of Activities per Student for Students with Poor Disciplinary Record. . . . .                                                        | 55   |
| 17. Percentages of Students with Poor Disciplinary Record Taking Part in No Activities. . . . .                                                         | 56   |
| 18. Percentages of Students with Poor Disciplinary Record in Each Fourth of Class on Scores Made on Part of Social Beliefs Test Dealing with Democracy. | 56   |
| 19. Quartile Ranking for Students with Poor Disciplinary Record on Scores Made on Democracy Part of Social Beliefs Test. . . . .                        | 57   |

# LIST OF TABLES--Continued

| Table                                                                                                                        | Page |
|------------------------------------------------------------------------------------------------------------------------------|------|
| 20. Number of Students Who Voted and Helped with Survey Scoring at Each Decile on Four Tests . . . . .                       | 61   |
| 21. Number of Students in Upper and Lower Halves of the Class on Each of Four Tests Who Voted or Helped with Survey. . . . . | 62   |
| 22. Non-Classroom Activities in Which Seniors Participate . . . . .                                                          | 64   |
| 23. Summary of Actions Indicating Poor Citizenship Observed by Teachers . . . . .                                            | 67   |
| 24. Disciplinary Record for Boys Selected by Their Classmates as Being Outstanding . . . . .                                 | 73   |
| 25. Attendance Record for Boys Selected by Their Classmates as Being Outstanding. . . . .                                    | 74   |
| 26. Summary of Attendance Record in Senior Year for Students Selected by Their Classmates as Being Outstanding. . . . .      | 74   |
| 27. Decile Rank on Tests of Boys Selected by Their Classmates as Being Outstanding . . . . .                                 | 75   |
| 28. Activities Participated in by Boys Selected by Their Classmates as Being Outstanding . . . . .                           | 75   |
| 29. Teachers' Ratings for Boys Selected by Their Classmates as Being Outstanding. . . . .                                    | 76   |
| 30. Disciplinary Record for Girls Selected by Their Classmates as Being Outstanding . . . . .                                | 78   |
| 31. Attendance Record for Girls Selected by Their Classmates as Being Outstanding . . . . .                                  | 78   |
| 32. Decile Rank on Tests of Girls Selected by Their Classmates as Being Outstanding . . . . .                                | 79   |
| 33. Activities Participated in by Girls Selected by Their Classmates as Being Outstanding . . . . .                          | 80   |
| 34. Teachers' Ratings for Girls Selected by Their Classmates as Being Outstanding . . . . .                                  | 81   |
| 35. Quartile Scores Showing Percentage of Liberal Responses in All Areas on Social Beliefs Test . . . . .                    | 91   |
| 36. Quartile Scores Showing Percentage of Conservative Responses in All Areas on Social Beliefs Test . . . . .               | 92   |
| 37. Quartile Scores Showing Percentage of Uncertain Responses in All Areas on Social Beliefs Test . . . . .                  | 92   |
| 38. Quartile Scores Showing Percentage of Liberal, Conservative, and Uncertain Responses on Social Beliefs Test . . . . .    | 93   |
| 39. Distribution of Scores on the Otis Quick Scoring Intelligence Test. . . . .                                              | 97   |



# LIST OF TABLES--Continued

| Table                                                                                                                                    | Page |
|------------------------------------------------------------------------------------------------------------------------------------------|------|
| 40. Distribution of Scores on the American Council on Education Psychological Examination for High School Students. . . . .              | 98   |
| 41. Distribution of Linguistic Scores on the American Council on Education Psychological Examination for High School Students. . . . .   | 98   |
| 42. Distribution of Quantitative Scores on the American Council on Education Psychological Examination for High School Students. . . . . | 99   |
| 43. Distribution of Scores on the Ohio College Aptitude Test . . . . .                                                                   | 100  |
| 44. Distribution of Scores on the Co-operative English Test Mechanics of Expression Form R. . . . .                                      | 101  |
| 45. Distribution of Scores on the Iowa Silent Reading Examination. . . . .                                                               | 101  |
| 46. Distribution of Scores on the Oral Comprehension Test . . . . .                                                                      | 103  |
| 47. Quartile Scores on All Parts of the Arithmetic Test                                                                                  | 105  |
| 48. Quartile Scores on All Parts of the American History Test . . . . .                                                                  | 111  |
| 49. Quartile on All Parts of the Civics Test . . . . .                                                                                   | 113  |
| 50. Quartile Scores on All Parts of the Contemporary Affairs Test . . . . .                                                              | 117  |
| 51. Quartile Scores on Test of Home Community. . . . .                                                                                   | 120  |
| 52. Percentage Comparison of Quartile Scores on Four Tests. . . . .                                                                      | 120  |

## In Appendix

|                                                                                                 |     |
|-------------------------------------------------------------------------------------------------|-----|
| A1. Social Beliefs Scores for Boys Selected by Their Classmates as Being Outstanding . . . . .  | 158 |
| A2. Social Beliefs Scores for Boys Selected by Their Classmates as Being Outstanding . . . . .  | 158 |
| A3. Social Beliefs Scores for Boys Selected by Their Classmates as Being Outstanding . . . . .  | 159 |
| A4. Social Beliefs Scores for Girls Selected by Their Classmates as Being Outstanding . . . . . | 159 |
| A5. Social Beliefs Scores for Girls Selected by Their Classmates as Being Outstanding . . . . . | 160 |
| A6. Social Beliefs Scores for Girls Selected by Their Classmates as Being Outstanding . . . . . | 160 |
| A7. Distribution of Scores Showing Percentage of Lib-                                           |     |



# LIST OF TABLES--Continued

| Table                                                                                                                                           | Page |
|-------------------------------------------------------------------------------------------------------------------------------------------------|------|
| eral Responses in All Areas of Social Beliefs Test                                                                                              | 161  |
| A8. Distribution of Scores Showing Percentage of Conservative Responses in All Areas of Social Beliefs Test. . . . .                            | 162  |
| A9. Distribution of Scores Showing Percentage of Uncertain Responses in All Areas of Social Beliefs Test. . . . .                               | 163  |
| A10. Distribution of Scores Showing Percentage of Total Scores Considered Liberal, Conservative, and Uncertain in Social Beliefs Test . . . . . | 164  |
| A11. Percentage of Correct Responses to Selected Statements from the Social Beliefs Test. . . . .                                               | 165  |
| A12. Percentage of Correct Responses to Selected Questions in the Oral Comprehension Test . . . . .                                             | 167  |
| A13. Distribution of Scores on the Arithmetic Test--Part I . . . . .                                                                            | 168  |
| A14. Distribution of Scores on the Arithmetic Test--Part II. . . . .                                                                            | 168  |
| A15. Distribution of Scores on the Arithmetic Test--Part III . . . . .                                                                          | 169  |
| A16. Distribution of Scores on the Arithmetic Test--Part IV. . . . .                                                                            | 169  |
| A17. Distribution of Scores on the Arithmetic Test--Total Scores . . . . .                                                                      | 170  |
| A18. The Percentage of Correct Responses Made to Ten Problems Chosen at Random Throughout the Arithmetic Examination . . . . .                  | 171  |
| A19. Distribution of Scores on the American History Test--Part I . . . . .                                                                      | 173  |
| A20. Distribution of Scores on the American History Test--Part II. . . . .                                                                      | 173  |
| A21. Distribution of Scores on the American History Test--Part III . . . . .                                                                    | 174  |
| A22. Distribution of Scores on the American History Test--Part IV. . . . .                                                                      | 174  |
| A23. Distribution of Scores on the American History Test--Part V . . . . .                                                                      | 175  |
| A24. Distribution of Scores on the American History Test--Part VI. . . . .                                                                      | 175  |
| A25. Distribution of Scores on the American History Test--Part VII . . . . .                                                                    | 176  |
| A26. Distribution of Scores on the American History Test--Total Score . . . . .                                                                 | 176  |

# LIST OF TABLES--Continued

| Table                                                                                    | Page |
|------------------------------------------------------------------------------------------|------|
| A27. Correct Responses to Selected Questions from the American History Test . . . . .    | 177  |
| A28. Distribution of Scores on the Civics Test--Part I.                                  | 181  |
| A29. Distribution of Scores on the Civics Test--Part II                                  | 181  |
| A30. Distribution of Scores on the Civics Test--Part III . . . . .                       | 182  |
| A31. Distribution of Scores on the Civics Test--Part IV                                  | 182  |
| A32. Distribution of Scores on the Civics Test--Total Scores . . . . .                   | 183  |
| A33. Correct Responses to Selected Questions on the Civics Test . . . . .                | 184  |
| A34. Distribution of Scores on the Contemporary Affairs Test--Part I . . . . .           | 190  |
| A35. Distribution of Scores on the Contemporary Affairs Test--Part II. . . . .           | 190  |
| A36. Distribution of Scores on the Contemporary Affairs Test--Part III . . . . .         | 191  |
| A37. Distribution of Scores on the Contemporary Affairs Test--Part IV. . . . .           | 191  |
| A38. Distribution of Scores on the Contemporary Affairs Test--Part V . . . . .           | 192  |
| A39. Distribution of Scores on the Contemporary Affairs Test--Part VI. . . . .           | 192  |
| A40. Distribution of Scores on the Contemporary Affairs Test--Total Scores . . . . .     | 193  |
| A41. Correct Responses to Selected Questions from the Contemporary Affairs Test. . . . . | 194  |
| A42. Distribution of Scores on the Test of the Home Community . . . . .                  | 197  |
| A43. Correct Responses to Selected Questions from the Home Community Test. . . . .       | 197  |

## CHAPTER I

### THE SCHOOLS AND CIVIC COMPETENCE

#### The Schools Are Responsible for the Civic Competence of Their Students

It is the responsibility of adults in any culture to devote time and attention to the preparation of the young for the duties of membership in the human social order. As man's environment and social relationships change, the points of emphasis in this training change also. As society becomes more complex, the amount of training needed for adult membership tends to increase.

In primitive times the simple form of life permitted a simple type of training for membership in the community. Gradually increased complexity in his environment caused man to depend more and more on efforts other than his own. Later, growth of trade and barter extended this dependence to sharing in other men's productive ability. Today our industrial organization is so complete that a person sufficiently competent to sell his services to another can be self sustaining without any skill whatever in preparing food, clothing, shelter, or any other adjuncts of physical well being.

This changed form of life has demanded a different emphasis in education. The shift from agricultural to industrial pursuits has brought an increase in population in urban areas. People must learn to adjust their spheres of activity to those of their neighbors. This adjustment is more than a social and an economic one; it is a civic adjustment. The democratic community today should be composed of individuals who are so sensitive to common needs that one person's privileges and freedoms do not interfere with another person's rights and opportunities.

Concern for others beyond one's family and friends, however, must be learned. The principal innate drives with which man is equipped look toward the promotion of his own interest and well being. Since society is by definition a collection of individuals, there must be developed in those individuals the respect



and concern for others necessary for community life. Consequently, society has set up agencies for the development of this feeling of civic competence.

With individual maturity come the will and discretion to postpone the pleasure of the moment if by so doing a greater pleasure of the future can be assured; so with civic maturity must come the ability and judgment to defer momentary individual benefits to long time group benefits. In a modern industrial world complete civic competence must go beyond the desire to be helpful to one's fellows. Good intentions are not enough to make a good citizen. Civic competence involves a multitude of skills, attitudes, understandings, and a wide fund of information. Education for such civic competence requires meticulous planning.

The present school system is greatly different from that of early times as indeed it must be because of the greatly changed conditions in local and state civic life. "The elaborate modern system for training pupils for adult life and the simple practices which were adequate for an early stage of human organization offer an illuminating contrast."<sup>1</sup>

The school system of today must give training adequate for equipping young people to take their places as good citizens in the modern state.

Education in the use of modern means of communication provides a good illustration of the need for more careful education for citizenship than can result from incidental training by adults who are themselves engrossed in the tasks required for economic sufficiency. These means of communication are by no means natural to mankind. They must be learned. Expression of ideas orally or through the use of writing, printing, charts, maps, and the like is not an ability which is inherited from one's ancestors. It is a consequence of the development of a complex society. This, too, is true of quantitative thinking by means of Arabic numbers. Mere desire to be competent to pass judgment on problems requiring the understanding of ideas and quantities will not suffice. The ability necessary for this type of thinking is acquired only after much effort, study, and practice.

Our democratic form of government is another outgrowth of

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<sup>1</sup>William C. Reavis and Charles H. Judd, The Teacher and Educational Administration, p. 28. Boston: Houghton Mifflin Co., 1942.

civilization. Participation in it requires the development of ideas, ideals, and techniques. These things once learned die with their possessors--they are not passed on to the next generation as is the case with many physical characteristics. They must be learned anew by each oncoming group of citizens. As Merriam expresses it, "the state must make its case, not once and for all, but continuously for each new generation and period."<sup>1</sup>

There is ample reason to believe that considerations such as those expressed in the preceding paragraphs were foremost in the thinking of those responsible for the founding of our system of education. Obviously, if there had been no need for civic education, our school system would not have been the object of such concern to the early American statesmen. It was the hope of our early national leaders that government by an individual should be replaced by government by all. If this were to be possible, the "all" must have intelligence, an unselfish spirit, and competence to choose their leaders wisely. If we were to have a government "by the people," the people must participate on a sound basis. If we were to have government "for the people," this participation must be undertaken with sincerity of purpose, knowledge of the problems involved, and keen judgment in the selection of leaders whose duty it would be to find solutions to common problems. Edwards expressed this idea clearly and forcibly:

It has been fundamental in the American tradition that the democratic state can rest securely on no other foundation than a system of public education. . . . In the early nineteenth century the men who were laying the foundation of the American political structure were genuinely afraid that their experiment with free political institutions would fail and they had no doubt but that it would fail if the state neglected to cultivate in youth that degree of social understanding necessary to pass intelligent judgment on public issues.<sup>2</sup>

This early estimate of the importance of an educated citizenry for the well being of the new democracy was also well developed by J. E. Nancarrow in an address before the National Educational Association convention in 1941.

<sup>1</sup>Charles Edward Merriam, The Making of Citizens: A Comparative Study of Methods of Civic Training, p. 10. Chicago: The University of Chicago Press, 1931.

<sup>2</sup>Newton Edwards, Equal Educational Opportunity for Youth: A Report to the American Youth Commission, p. 1. Washington: American Council on Education, 1939.

The people established public education of, by, and for the perpetuation of democracy. They realized that this new form of political administration could not be preserved unless the people became familiar with the fundamental principles underlying and making up this new philosophical movement. They expected the public schools to turn out intelligent, unselfish individuals who would assume responsibility for passing on these new opportunities and privileges. The school was expected to develop character in individuals and train for intelligent, dynamic leadership.<sup>1</sup>

It is not the purpose of this study to suggest that the acquisition of facts and skills should not occupy much of the time and effort of young people attending our high schools. There is no intimation here whatever that information is not of vital importance. It is time, however, to question very seriously the value of information for its own sake. To put it more specifically, the value of studying American history lies not so much in what the student knows about his country as in the effect this knowledge has on his attitudes and activities as a citizen. The greatest good which comes from a course in civics is measured not by citing how much the student knows about his government but by determining how likely he is to support it, contribute to it, and participate in it.

Since the evaluation of actions and attitudes is a relatively difficult task as compared with the testing of the student's possession of facts and skills, little has been accomplished in the field. This is true even in view of the fact that for years we have known how small a portion of the facts acquired by an individual is retained any considerable length of time. The chief responsibility of the school is to teach its students how to use what they know rather than merely to know.

It is an amazing fact that our schools and colleges know little of the results of their work. It is even more amazing that they seldom attempt seriously to find out what changes schooling brings about in students. Ask any school what its objectives are and you will be told that it seeks to develop character, ability to think clearly, social responsibility, good health habits, readiness for earning a living, knowledge of certain facts and mastery of certain skills. Ask whether the school succeeds in doing these things, the answer is, "We know only in part."

It follows then that comprehensive appraising, recording

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<sup>1</sup>J. E. Nancarrow, "Interpreting Democracy Thru the Administration and Activities Program," Addresses and Proceedings of the Seventy-ninth Annual Meeting of the National Education Association, LXXIX (1941), 514.



and reporting of results are matters of vital concern to those who<sup>1</sup> seek improvement in the work of our schools and colleges.

The possession of good attitudes, fine discrimination, mature judgment, a balanced sense of values, and proper understandings of our form of government becomes vastly more important as the necessity for delegating power increases with the increasing size of our population. The individual citizen has few contacts with the machinery of government. His chief contribution to it is the selection of competent and well-trained leaders. The importance of discriminative judgment is clearly stated by Merriam.

The chief task, however, of a modern citizen is that of intelligent discrimination between competing types of persons as leaders<sup>2</sup> and between competing types of policies in a changing world.

The citizens of the future need to develop keen judgment in political matters in order to distinguish between those who would maintain democracy through democratic processes and those who are endeavoring to destroy its spirit while they burn incense on the most conspicuous altars of the work itself. Governmental problems and the broader problems of society require calm reasoning, not hysteria for their solution. Those who frantically rush to "give their lives" for a particular ideology, would many times make a greater contribution if they but gave their thinking and their time instead. Devotion may result in unwarranted sacrifice and still fail to accomplish the desired ends.<sup>3</sup>

If citizens are to make wise choices in the selection of leaders, they must have more than a text book knowledge of the workings of governmental processes and agencies. The voter must know something of the formal machinery of government to choose wisely, it is true. He must also be able to judge as to how his choice of the candidates for office is going to react to the conditions, problems, and temptations of office holding. The good citizen must have a broad background of knowledge and interests against which to estimate the political competence of the various

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<sup>1</sup>Eugene R. Smith, Ralph W. Tyler, and the Evaluation Staff, Appraising and Recording Student Progress, p. xvii. New York: Harper and Brothers, 1942.

<sup>2</sup>Merriam, op. cit., p. 295.

<sup>3</sup>Educational Policies Commission, The Purposes of Education in American Democracy, pp. 119-20. Washington: National Education Association and the American Association of School Administrators, 1938.

candidates clamoring for his support in public elections.

As in the case of the voter himself, a competent officeholder must have more than the desire to be successful. He must have an adequate understanding of the problems of government and of legal ways of action, good judgment as to the long time consequences of immediate procedure, interaction between his own and other governmental agencies, resources, needs, and a multitude of other abilities which cannot be listed since they change with the changing affairs of civic life.

The importance of education for citizenship combined with the increasing complexity of the problem is stressed by Edwards:

The essentially civic character of American education is amply documented in the writings of American statesmen and publicists, in the official pronouncements of organized labor, in the debates of constitutional conventions, in editorial opinion, and in numerous court decisions. . . . In legal theory, public education is essentially and intrinsically a function of government; it is even more, it is an attribute of government. In the democratic state an enlightened citizenry is so essential to the promotion of the public welfare that the maintenance of a system of public education has been regarded as much an attribute to government as the police power, the power to tax, to administer justice, or to maintain a military force. . . . It has long been fundamental in the American tradition that the very life of the democratic state is at stake in its program of civic education. At times, perhaps most of the time, this program has been inadequate but the ideal has remained, and, as the problems of public policy become increasingly more complex, it is clear that if the youth of this and the next generation are to make democracy work, if they are to meet their responsibility for the successful operation of the national economy and for the advancement of the common culture, they will have to cultivate a greater breadth and comprehensiveness of thought and arrive at a more thorough understanding of the workings of our political, economical and social arrangements than their elders have ever done.<sup>1</sup>

It seems evident then that we have two essential duties of public education inexorably bound together--the development of leaders and of followers. Since there is no means of foretelling with certainty which student is to be a leader and which a follower, the school must develop qualities of both at the same time and in the same classroom. It is also important to note that a given individual may be a leader under certain conditions and in

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<sup>1</sup>Newton Edwards, "American Educational Ideals," Education in a Democracy, pp. 13-14. Chicago: The University of Chicago Press, 1941.

a certain group and a follower under other conditions and among other people. This very condition lessens rather than increases the difficulty of the problem, however, if the school organization is so designed as to permit students to develop judgment, to accept responsibility in keeping with their stage of development, to make choices--in general to develop those traits which they will use in adult life. This is not necessarily a new principle but is a reversion to the theory underlying primitive education mentioned earlier. Aborigines taught their young to grow in those accomplishments essential to later success. The vital difference between primitive and modern needs for education is that in our modern economy ultimate success and happiness may depend more on choices, sense of values, selection of leaders, personal relations, and proper balance than on vocational efficiency.

Cognizance must be taken of the fact that agencies other than the schools are continually exerting an influence on the young. This statement is so familiar to all that a listing here of these agencies must be superfluous. However, with the possible exception of the basic social institution, the home, no other agency is so universally charged with the development of the young as is the school. Even the home shows signs, perhaps unhealthily so, of delegating to the school much of the responsibility for the child's welfare. The school is an institution primarily planned to improve the behavior of its students and cannot disclaim this responsibility regardless of the counteracting influences of other agencies.

The schools are the organized transmitters of group traditions and group wisdom, and on the plastic minds of youth, group characteristics may be written almost indelibly. . . . There are, it need not be said, many other types of education than those received through the formal school system, but this is the most systematic and most highly organized, most consciously contrived for the purpose of influencing directly the next generation.<sup>1</sup>

Then too a distinction must necessarily be drawn between what the schools have thus far been able or unable to do and what they might do if they proceeded along different lines. If a serious and able investigation of school graduates evokes the conclusion that schooling does not increase the students' value as

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<sup>1</sup>Merriam, op. cit., p. 89.



citizens, it does not necessarily follow that it cannot be made to do so. One might agree with Wilson, in his report of a study on education for citizenship and yet be unconvinced that the schools might not yet devise some way of affecting the desired outcomes in attitudes, appreciations, judgments, and actions.

There is apparently not much correlation between willingness to assume ordinary civic responsibilities and the amount of "education" possessed. High school graduates seem no more inclined to vote, to help make public opinion, to aid in civic enterprises, than those who quit school in the grades. College graduates rarely evince more civic drive than do high school graduates. We have created a vast machinery for public education, largely in the name of "education for citizenship," but the machinery seems faulty when its effects on the making of constructive, well motivated, thoughtful citizens are closely scrutinized.<sup>1</sup>

A still more pessimistic view is taken by Douglass, who comments:

It seems appropriate at this point to ask whether or not the faith placed in the public schools by those who labored so earnestly to establish them was well founded. Have the schools been able to develop an interest in government? Have the schools inspired the members of the younger generation with an intelligent appreciation of American institutions? There are those among us who answer in the negative. The percentage of qualified voters casting their ballots in presidential elections has grown smaller; concerted drives are undertaken to persuade citizens to vote in local and state elections. Only an election of more than ordinary interest will induce more than 50% of the voters to go to the polls. . . . An appeal to religious or other deep seated prejudice seemingly may be relied on to increase the total vote, and an infallible method of retaining the voters' loyalty seems to be a fervid appeal to party prejudice. . . . After considering these matters, one very distinguished student of political affairs concludes that the ballot has failed of its original objective and offers little hope for betterment. . . . A professor of political science, after examining the type of government we have obtained through the popular ballot, doubts that the average intelligence and disposition are sufficient to make much improvement. A distinguished citizen with a large view of government asks, in a popularly written book, if democracy is a failure. An investigator sets a list of questions for high school and college students, and finds such shocking ignorance of public men and affairs as leads inevitably to the conclusion that young people are not interested in what is going on about them and that the schools are not teaching, or cannot successfully impart, even minimum knowledge of civic affairs. Such are examples of statements

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<sup>1</sup>Howard E. Wilson, "On the Making of Citizens," Social Education, III (April, 1939), 225.

frequently made by men whose opinion, in view of their ability, honesty, and familiarity with government, are entitled to most careful consideration.<sup>1</sup>

All this but increases the importance of the problem before us--that of inquiring into the civic competence of high school seniors. We are living in a world too completely remade materially to forego the hope of a great improvement in social and civic development even in view of the depressing attitude taken by the two statements just cited. In fact one might agree with Merriam that lack of confidence in the schools' ability to solve the problem might well be a deterrent factor in making any great improvement. "Defeatism in civic education is responsible for much of our low level of civic behavior."<sup>2</sup>

The position taken by Greenough seems appropriate to one investigating the civic competence of the schools' product, especially so if the findings are to be more than a mere compilation of data.

Can the schools do anything about this? I know that the psychologists hold that our pre-school experiences determine most forcibly our social behavior. I know also the more pedestrian argument that the school takes the child only for a limited period of time . . . and that therefore its influence is overwhelmed. I don't think we are justified in sheltering behind these--which are in effect defeatist arguments. The school is, after all, a controlled environment in which emotional health is stimulated, where feelings are freed even as we attempt to free thought.<sup>3</sup>

We may safely assume then that:

1. The responsibility for developing civic competence in young people rests primarily on the public schools.
2. While other agencies continue to contribute to the child's education, the school is uniquely planned, organized, and supported for the purpose of preparing future citizens for their places in the community.
3. Considerable doubt is cast on the efficiency with

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<sup>1</sup>Aubrey A. Douglass, The American School System, p. 88. New York: Farrar and Rhinehart, Inc., 1940.

<sup>2</sup>Charles E. Merriam, Civic Education in the United States, p. xv. New York: Charles Scribner's Sons, 1934.

<sup>3</sup>A. Greenough, "The Training of Responsible Citizens," The New Era in Home and School, XX (January, 1939), 13.

which the schools are performing this function of educating for citizenship.

4. The schools generally have done very little to evaluate the civic competence of their graduates.

5. In view of these generalizations it is appropriate therefore to investigate this problem of the civic competence of young people about to finish their period of education in the public schools. That is the purpose of this study. An effort has been made:

- A. To determine to what extent high school seniors possess:
  - a. The information and skills appropriate to good citizenship.
  - b. The ability to think qualitatively and quantitatively about civic issues and problems.
  - c. The will to use civic information, skills, and abilities in a fashion appropriate to good citizenship.
- B. To ascertain the relationship between actual civic competence as evidenced by behavior and the information, skills, and ability which high school seniors possess.
- C. To interpret the findings and to point out the implications for the improvement of the civic education of high school students.

#### Meaning of Civic Competence

To the sponsor of the public schools, the state, the development of civic competence is probably the most important function of education. Schools, it is true, have been established to confer benefits on the individual as well as on the state. The principal interest here, however, is in those outcomes which will further the welfare of the community. In so far as individual growth contributes to civic betterment, that growth is important to society.

If the coming generation can be equipped for the performance of its social functions through better human organization, the future of the world is bright with rich possibilities. . . . The obstacles that stand between us and the realization of men's dreams are those of social attitudes and social and political management. . . . To produce the will,



the skills, the attitudes and aptitudes adequate to this achievement, is the supreme challenge of civic and social education.<sup>1</sup>

Civic competence as considered in this study is concerned with the status of the group, not with how that status was created, nor with what agencies other than the schools were involved. It is not the purpose of the investigation to compare, ascribe, defend, or criticize. Its purpose is to determine to what extent high school seniors are competent to participate in civic life. In so doing it must be kept in mind that they are not adult citizens. They are still in the apprentice stage of citizenship. For them "civic" has a meaning different from the meaning it has for their parents, just as "social," "economic," "religious," and other adjectives denoting man-made organizations have a different meaning for adolescents and adults.

In formulating a definition of civic competence for the purpose of this study, a review of current literature was made. A few typical extracts will suffice to show what qualities are stressed by modern writers.

Teachers should understand the essential characteristics of American civilization. They should be prepared to cultivate in pupils a respect for business, for labor, and for the opinions of others.<sup>2</sup>

We hope that you are learning and will continue to learn that problems cannot be solved merely on the basis of personal opinions, but upon the study and evaluation of facts. Above all, we hope that you will be tolerant, not only willing but anxious to hear all sides of a question, before you reach a decision.

But, of course, you cannot do any real thinking unless you have something with which to think. That is the reason it is so necessary for you constantly to devote yourself to the study of history, because it is upon the experience of the past that the future can be built.<sup>3</sup>

The problem of educating for citizen responsibilities raises the question, first of all, of what an "educated" citizen is. . . . Three major things, at least, are essential. In the first place, the citizen must have a vivid realization

<sup>1</sup>Merriam, Civic Education in the United States, p. xvii.

<sup>2</sup>Reavis and Judd, op. cit., p. 18.

<sup>3</sup>L. J. Hauser, "Educating for Service in a Democracy," Journal of the National Education Association, XXVIII (May, 1939), 130.

of what it means to be an American. He must have some knowledge of the country's history, not so much in terms of events and dates as in comprehension of the "sweep of the American Spirit." He must have some definite conception of what democracy means, and of the sharp antithesis between democracy and totalitarianism, in ideologies and the ways of life.

... This necessity leads to the second essential, i.e., that the citizen be made aware, as he certainly is entitled to be, of his rights and privileges under our form of polity. . . .

Then, however, comes the third essential, and one which, more than either of the others, calls for educational effort. The citizen must be made to see unmistakably that if on one side of the shield are written rights, on the other are indelibly inscribed duties, obligations, responsibilities . . . obedience . . . obligation of service . . . voting . . . serving his community . . . identifying himself with a party . . . keep himself informed and up to date on public affairs. . . . After all the first prerequisite of intelligent citizenship is a good working knowledge of our American system of government of all levels.<sup>1</sup>

There can be no question that the schools must firmly establish abilities such as these:

1. To read effectively.
2. To write legibly and with suitable speed.
3. To spell words in common use.
4. To use the dictionary and other works of reference.
5. To assemble information relating to a definite topic.
6. To organize and present information to others.
7. To read and interpret maps, graphs, and charts intelligently.
8. To use number relations which are necessary for successful living on any level of development at which the individual finds himself.
9. To speak clearly, forcibly, and correctly.
10. To know how to use information.

No member of social group can take an active part in the affairs of the group without these abilities. They are the tools by which immature members of democracy come into full fellowship with each other. They are useless if they are developed apart from actual and progressive contact with phases of the end to which they are leading. The end is rich and effective membership in a democratic state.<sup>2</sup>

In the judgment of the survey staff the efficient citizen is one who possesses such knowledge, understanding, and traits of character and personality that he is able to deal effectively with economic and civic relationships.<sup>3</sup>

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<sup>1</sup>Franklin L. Burdette, Education for Citizen Responsibilities, pp. 85-87. Princeton, New Jersey: Princeton University Press for National Foundation for Education in American Citizenship, 1942.

<sup>2</sup>James S. Tippet, Schools for a Growing Democracy, p. 5. Boston: Ginn and Co., 1936.

<sup>3</sup>George D. Strayer, A Report of a Survey of the Public

The foregoing quotations are in agreement that the elements which go to make up acceptable civic behavior are information, skills, attitudes, and appreciations. To be valuable these must eventuate in action. Civic competence is not something to come in the years ahead but something to be learned by living it in the school. It is not to be expected that good civic behavior will develop of itself on the day the young person becomes old enough to vote. Development of good citizens requires living under conditions analogous to normal community and civic life. This implies freedom to make choices--and to abide by the results thereof; freedom to make mistakes--and pay the price thereof; freedom to participate in civic improvement or to remain aloof--together with the realization that good community life demands co-operation. Civic competence springs from attitudes which are the cause of action based on knowledge and experience in its application.

The behavior of the students in informal situations should occupy an important place in the definition of civic competence. The point previously made that knowledge is of value in direct proportion to the effect it has on its possessor's behavior is no inconsequential one. The position taken in the following paragraphs is indeed logical.

Ideals and values derive their entire practical importance from the behavior which results from them. The expression of high ideals accompanied by the doing of wrong is thoroughly vicious. Education, therefore, seeks to encourage the mastery of such knowledge, the acquisition of such attitudes, and the development of such habits as make a socially desirable way of living likely to be followed by the learner.<sup>1</sup>

Civic efficiency is ultimately evidenced only in behavior and is reflected in the general welfare of the state and nation.<sup>2</sup>

Civic competence as used in this study may be defined as that quality which causes the person possessing it to behave in a fashion tending to promote the welfare of the group in which he

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Schools of St. Louis, Missouri, p. 40. New York: Teachers College, Columbia University, 1939.

<sup>1</sup>Education Policies Commission, op. cit., p. 41.

<sup>2</sup>Howard E. Wilson, Education for Citizenship, p. 17. Regent's Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., Inc., 1938.

finds himself. Concretely its presence will be evaluated by the degree to which high school seniors possess:

1. Information about:
  - a. The traditions of one's country (American history).
  - b. The government of one's country (civics).
  - c. Issues of importance at the present time (contemporary affairs).
  - d. The specific area in which one resides (knowledge of the home community).
2. Ability to:
  - a. Gain information by reading.
  - b. Gain information by listening.
  - c. Express one's self in his native language.
  - d. Do quantitative thinking and computation.
3. Proper attitudes and behavior as evaluated by:
  - a. Social beliefs test.
  - b. Ratings by employers, teachers, and contemporaries.
  - c. Record of participation in school and civic life.
  - d. Actual behavior in school and community life.

#### Measuring Civic Competence

The present study was made in a midwestern community of about 65,000 population. Approximately 97 per cent of the people living there are native-born citizens of the United States. Economically the members of the community are rather homogeneous, with but a small proportion of either high or low levels. For taxation purposes the city has a property valuation of \$41,000,000.

The presence of repair shops for a major railroad provides employment for some 3,000 workers. Dairying and attendant pursuits employ 2,000 more. In addition there are minor manufacturing units making clothing, furniture, and some metal products. There is no other city of comparable size within 175 miles with the single exception of a city of 35,000, seventy-two miles away.

There are two colleges in the city. One of these is an endowed, tuition-supported liberal arts college; the other is a State Teachers' College.

The enrollment of the high school in 1940 was 2,300 students. During the year in which data for this study were gathered the enrollment had dropped to 1,950. There were 489 members of



the senior class (224 boys and 265 girls) concerning whom information was available.

Evidence used in measuring the civic competence of the group was gathered throughout the school year of 1943-44. Attention was given to each type of evidence at the time when conditions seemed most appropriate from the point of view of completeness, accuracy, and fairness. That is, each source of evidence was tapped when students had been given as much opportunity as time permitted to develop to the fullest the quality tested. Care was also taken to space the tests on subject matter in such a fashion that taking them did not become unduly onerous.

The Iowa Silent Reading Test, The Otis Quick Scoring Intelligence Test, The American Council Psychological Examination, and The Cooperative English Mechanics of Expression Test were given during the first three months of the school year. The Ohio College Aptitude Test was given in January. The test of Oral Comprehension was given in May. Scores on this series of tests were desired to determine the ability of the seniors to gain information by reading and by listening and to express themselves in their native tongue. Certain of the scores, those on the intelligence and aptitude tests, also provided a means of comparing the group studied with similar groups elsewhere in the country.

Information about one's country, its government, present day problems and happenings is also a requisite to good citizenship according to the definition of civic competence used for this study. It has also been held essential that a good citizen have the ability to do simple arithmetical computations and reasoning. For this reason tests of information and thinking ability in the areas of American history, civics, contemporary affairs, the home community, and arithmetic were administered near the close of the year.

The attitudes and beliefs of the seniors were tested by a social beliefs test the latter part of April.

It seems an established fact that behavior is the clearest indication of the possession or lack of civic competence. For this reason the major portion of this study is given to evidence as to how the seniors actually behaved under informal, every-day conditions.

Evidence as to this behavior was gathered in the following ways:

Observations by teachers. Six teachers, all of whom taught senior classes and were well acquainted with the students, observed the actual behavior about the building of the students in one of his or her classes during the month of April.

Ratings by teachers. All teachers having seniors in class were asked to rate these students on each of seven qualities. Since each senior was evaluated by each of his teachers, from three to six ratings were available for each senior. The rating sheets were filled in during the month of April.

Ratings by employers. Members of two groups of business men (Kiwanis Club and Traveling Men's Booster Club) were asked to submit a list of the qualities they considered most important to success in business, professional, and civic life. Sixty-four such lists were secured and summarized in preparing the rating card for use by employers. A five-point scale under each quality was prepared to facilitate checking the data. Members of the high school staff took the rating cards to employers of high school students and requested that they rate the seniors employed by them. These cards were distributed two weeks before the end of the school year. Every card was filled in and returned. In addition employers submitted rating cards on fifty-two employees of high school age who had not attended high school.

Disciplinary record. As an additional check on the behavior of the seniors the dean of girls and the dean of boys prepared a card bearing a summary of the disciplinary record of each boy and girl in the class for the entire year. This card provided evidence of conduct either sufficiently undesirable or exemplary as to merit special attention. Absences and tardiness were also noted.

Participation in civic enterprises. Two events during the year were regarded as being sufficiently indicative of the qualities of good citizenship to be worthy evidence for the study. In October the local Chamber of Commerce asked the high school students to visit every home in the city and secure information as to prospective post-war purchasing intentions of the householders. A record was kept as to which seniors participated and which did not. A record of the seniors voting in the class election was also admitted as evidence of civic competence. In neither of these instances was any unusual pressure brought to bear on the students or mention made of the fact that participation was being

considered especially important.

Participation in school, community, and church activities.

Each senior supplied a list of the activities in which he participated regularly. These lists were checked by the deans so as to guarantee as much accuracy and inclusiveness as possible.

Selection of outstanding students by the seniors themselves. Each senior was asked to name which boy and which girl in the class he considered most likely to succeed in certain professions or possessed certain qualities to the greatest degree. These professions and qualities were not selected as being in themselves essential to civic competence--rather it was the intention to determine how competent the seniors were to judge their contemporaries. It has been stated previously that a very important element in civic competence is the ability to choose the right people for the right places. An analysis of the students selected furnished evidence as to the judgment of the seniors in selecting people for particular positions.

Copies of tests administered and forms used in gathering evidence are to be found in the appendix. A detailed description of each test and a statement of procedure followed in evaluating behavior are given in the appropriate chapters. Only a general over-all statement has been attempted here.

## CHAPTER II

### CIVIC COMPETENCE AS INDICATED BY BEHAVIOR

The true worth of a citizen is shown more clearly by his behavior than by any other one factor. In fact it might be said that desirable behavior--behavior which is considerate of the best interest of the community--is the ultimate goal of civic education. "Civic efficiency is ultimately evidenced only in behavior and is reflected in the general welfare of the state and nation."<sup>1</sup>

The possession of academic knowledge in any quantity and the acquisition of skills to any degree do not in themselves constitute good citizenship. Acceptable civic competence is the combination of information, skills, and desirable actions.

Ideals and values derive their entire practical importance from the behavior which results therefrom. The expression of high ideals accompanied by the doing of wrong is thoroughly vicious. Education, therefore, seeks to encourage the mastery of such knowledge, the acquisition of such attitudes and the development of such habits as make a socially desirable way of living likely to be followed by the learner.<sup>2</sup>

Since it is commonly agreed that information and skills are essential to good citizenship, various subject matter tests were given the seniors; however, the major phase of the study is concerned with what the seniors actually do. Evidence regarding their actual behavior was gathered from: ratings by teachers; ratings by employers; observations of informal behavior made by selected teachers; disciplinary records kept in the office of the dean of boys and dean of girls; participation in civic enterprises; and a record of participation in school, community, and church activities. Thus was secured evidence of the behavior of seniors under formal classroom conditions, in employment, in informal leisure time recreations, and in situations where the students voluntarily chose to assume or to avoid responsibility for a group enterprise.

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<sup>1</sup>Ibid.

<sup>2</sup>Education Policies Commission, op. cit., p. 41.



### Ratings by Teachers

Behavior of each senior in the formal classroom situation was evaluated by all teachers having him in class. In order to obtain comparable reports, opinions were recorded on a "Behavior Rating Blank" (see Appendix). From three to six independent ratings were prepared for each senior. A summary of these ratings is given in Table 1. In preparing the table the typical rating accorded the student was tabulated. Thus if a student were rated "1" by one teacher, "2" by three teachers, and "4" by a fifth teacher, he was given a rating of "2" in the summary. In the instances where all teachers gave different ratings the most central rating was the one assigned the student in the summary.

The rating blank itself was prepared by a group of four high school teachers assisted by three local business men. Since a full list of desirable traits would be too cumbersome for practical purposes, seven qualities were agreed upon as being most representative of the many which might affect a citizen's relations to the group. The qualities chosen were promptness, orderliness of work habits, effectiveness of work habits, ability to influence others, ability to co-operate, possession of an inquiring mind, and emotional stability.

In arranging the blank for convenience and accuracy of use the opinions of other faculty members were solicited. A specimen blank was prepared by the seven people responsible for the task. This was mimeographed and distributed to the faculty for criticism. The criticisms were then studied and the blank revised. Its final form was discussed and approved by the faculty in a general meeting.

Five steps or gradations of merit in each quality were agreed upon as being enough for the purpose of distinguishing levels of ability and at the same time few enough for convenience. It was thought best that the scale be kept as brief and simple as possible since teachers who rated the seniors did so in addition to their regular programs. Some rating scales make use of many more than five steps. The use of from five to seven steps seems most common, however, and perhaps most accurate for rating of qualities such as those named on the blank used in this study.

The number of steps in rating scales range from two to a hundred or more. Four or five steps were most frequently used

TABLE 1

## SUMMARY OF TEACHERS' RATINGS OF HIGH SCHOOL SENIORS

| Qualities and Divisions<br>of Each* | Percentage of Students in<br>Each Division |       |       |
|-------------------------------------|--------------------------------------------|-------|-------|
|                                     | Boys                                       | Girls | Total |
| Promptness                          |                                            |       |       |
| 1.....                              | 9.0                                        | 10.7  | 10.0  |
| 2.....                              | 36.8                                       | 44.2  | 41.2  |
| 3.....                              | 32.7                                       | 32.2  | 32.2  |
| 4.....                              | 19.6                                       | 10.4  | 14.4  |
| 5.....                              | 1.9                                        | 2.5   | 2.2   |
| Orderliness of Work Habits          |                                            |       |       |
| 1.....                              | 17.3                                       | 23.5  | 20.8  |
| 2.....                              | 43.5                                       | 45.2  | 44.6  |
| 3.....                              | 28.5                                       | 23.2  | 25.4  |
| 4.....                              | 9.3                                        | 7.0   | 8.0   |
| 5.....                              | 1.4                                        | 1.1   | 1.2   |
| Effectiveness of Work Habits        |                                            |       |       |
| 1.....                              | 16.8                                       | 18.9  | 18.0  |
| 2.....                              | 32.7                                       | 33.0  | 32.8  |
| 3.....                              | 29.4                                       | 33.0  | 31.6  |
| 4.....                              | 17.3                                       | 11.9  | 14.2  |
| 5.....                              | 3.8                                        | 3.2   | 3.4   |
| Leadership                          |                                            |       |       |
| 1.....                              | 4.4                                        | 4.5   | 4.4   |
| 2.....                              | 18.8                                       | 16.4  | 17.4  |
| 3.....                              | 37.9                                       | 23.2  | 29.4  |
| 4.....                              | 37.9                                       | 54.4  | 47.6  |
| 5.....                              | 1.0                                        | 1.5   | 1.2   |
| Co-operation                        |                                            |       |       |
| 1.....                              | 9.0                                        | 10.1  | 9.6   |
| 2.....                              | 47.2                                       | 56.7  | 52.6  |
| 3.....                              | 31.7                                       | 26.2  | 28.6  |
| 4.....                              | 11.6                                       | 6.3   | 8.6   |
| 5.....                              | 0.5                                        | 0.7   | 0.6   |
| Mental Curiosity                    |                                            |       |       |
| 1.....                              | 9.3                                        | 8.4   | 8.8   |
| 2.....                              | 33.2                                       | 31.2  | 32.0  |
| 3.....                              | 42.1                                       | 39.7  | 40.8  |
| 4.....                              | 10.3                                       | 15.4  | 13.2  |
| 5.....                              | 5.1                                        | 5.3   | 5.2   |
| Emotional Stability                 |                                            |       |       |
| 1.....                              | 7.6                                        | 10.5  | 9.2   |
| 2.....                              | 42.2                                       | 47.0  | 44.8  |
| 3.....                              | 34.2                                       | 18.6  | 25.4  |
| 4a.....                             | 9.3                                        | 10.5  | 10.2  |
| 4b.....                             | 2.9                                        | 11.2  | 7.6   |
| 5a.....                             | 1.5                                        | 1.8   | 1.6   |
| 5b.....                             | 2.3                                        | 0.4   | 2.2   |

\*For definition of each division see rating sheet in the Appendix. In all qualities superiority is indicated by the figure 1.

in ratings of attitudes and traits in 52 samples which were collected by the writer. . . . The best number of steps to use is that number which can be clearly distinguished by the judges in a reasonable time, and does not distort the results. This may be determined by trying out scales with various numbers of steps. Symonds (1924) (1931) found from empirical evidence, that a seven point descriptive scale was a little more reliable than a five point scale when the judges were interested and the trait was clearly defined, such as neatness. When the trait was more vague, such as tact, or where the judges were immature or not very much interested, only four or five points were clearly distinguished.<sup>1</sup>

The descriptive form of rating scale was decided upon as being best designed to cause the teacher doing the rating to consider the place on the scale of the student in question.

Every attempt was made to phrase the descriptive statements in terms of actions which the teachers were frequently in a position to observe. Space was provided for the recording of anecdotal accounts of actions causing the teacher to rate the senior in the manner decided upon. This was done partly to provide evidence supporting the decision and partly to encourage careful consideration of the seniors in advance of the rating. Excerpts from the volume by Smith and Tyler, "Appraising and Recording Student Progress," seem to support the general philosophy followed in making the rating scale.

The forms (records) dealing with personal characteristics should be descriptive rather than in the nature of a scale. Therefore "marks" of any kind, or placement, as on a straight line representing a scale from highest to lowest should not be used. . . . Characteristics studied should be such that teachers will be likely to have opportunities to observe behavior that gives evidence about them. It is not expected however, that all teachers will have evidence about all characteristics.<sup>2</sup>

In discussing the evaluation of traits of character by means of ratings, writers frequently point out the errors that may occur. Common among these are such things as the influence of "halo" judgment, logical errors, actual lack of ability on the part of the rater, attempts to help the pupils by lenient rating, and so forth. A good summary of this aspect of rating scales is given by Remmers and Gage.

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<sup>1</sup>Edward B. Greene, Measurements of Human Behavior, p. 704. New York: The Odyssey Press, 1941.

<sup>2</sup>Smith, Tyler, and others, op. cit., pp. 467-68.

Various errors may occur in obtaining an opinion about one person from another individual. In the first place the person expressing the opinion may not know whereof he speaks. . . . In the second place, the rater, like the pupil who answers questions on a self inventory, must be able and willing to give an "unbiased" opinion. . . . A third type of error . . . is the "halo" effect in ratings. . . . This is the effect of the rater's general opinion or overall impression of a pupil on his ratings of more specific qualities of that pupil. If a pupil is considered low in one seemingly important aspect of his personality or adjustment, there is a tendency to rate him lower in other aspects than he really is. The same tendency may prevail in the opposite direction. . . . The raters should be instructed to avoid attempts to help pupils by being lenient or giving favorable ratings. . . . The descriptions of each level or degree of a trait should be considered suggestive and illustrative rather than inclusive so that a pupil will be given a certain rating, not only if he fits the rating perfectly, but also if he fits it essentially and to a greater degree than he fits any other description. . . . No presupposition should be permitted to influence the number of pupils rated at each level of a trait. It is not necessary to have the majority of all near the middle of the range for each trait. If all of them are rated at the high or low end of the continuum, it does not necessarily follow that a true picture of the group of pupils has not been obtained. The main effort should be to describe each pupil accurately rather than to obtain a distribution of pupils in accordance with assumptions concerning humanity at large. . . . Finally the "logical error" of ratings should be avoided. That is the error which results from raters' preconception of the relationship between certain traits in all individuals. Thus if the rater believes that honesty always goes with religiousness he will tend to give a pupil the same rating in both of these traits regardless of the truth about the individual pupil.<sup>1</sup>

In so far as possible, steps were taken to lessen the influence of these and other weaknesses in the use of ratings both at the time of making the rating blank and just prior to its use by the teachers. Not only was the blank prepared by a group of teachers and business men but it was subjected to criticism by the faculty in general before being mimeographed in final form. In addition a rather extensive discussion on its use was participated in by the faculty. In view of all the data at hand the writer agrees with this statement by Garrett and Schneck.

Rugg is convinced, however, that character traits may be successfully rated (1) if each final rating is the average of three independent ratings, each made on an objective scale; (2) if the rating scales are comparable and equivalent, and

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<sup>1</sup>H. H. Remmers and N. L. Gage, Educational Measurements and Evaluation, pp. 363-64. New York: Harper and Brothers, 1943.



the raters understand and agree upon the meaning of each quality and trait, (3) if the raters are thoroughly acquainted with the person to be rated.<sup>1</sup>

Promptness was considered a valuable indication of one's consideration for others. A committee member who habitually arrives late wastes the time of others, either in awaiting his arrival or in repeating for his benefit what has been done before his arrival. Also it was recognized that certain governmental activities run on schedule--voting, tax-paying, buying of licenses, and so forth--and the citizen who is habitually prompt is more likely to participate and avoid being caught by the "dead line."

In the opinion of their teachers over half the seniors are invariably on time in meeting their obligations. Some of them (about 10 per cent) even begin work ahead of time or perform some tasks before the time agreed upon. Relatively few (2 per cent) are rated as never being prompt.

Orderliness of work habits was considered a desirable trait for various reasons. A report prepared by one person must often be interpreted by another, completed by another, or perhaps even incorporated into a total report prepared by several others. Carelessness on the part of one worker may cause confusion and waste. Two-thirds of the seniors prepare work which is acceptably orderly. Nearly all the others are orderly "when required." Less than one senior in ten prepares work which is classified by his teachers as being "usually careless."

Effectiveness of work habits promotes co-operation and greater benefits from group organization. This quality refers to the way in which one plans and does his work whereas the quality "orderliness of work" refers to the condition of the results obtained. Ineffective work habits are a common cause of failure both in group and private enterprises.

Well over 80 per cent of the seniors are said by their teachers to have effective work habits. Of the 17 per cent judged to have poor work habits nearly all are adequate to handle simple situations. The lowest 3 per cent are likely to be civic liabilities or even public charges in times of economic depression. The work habits of the vast majority of the group should cause them

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<sup>1</sup>Henry E. Garrett and M. R. Schneek, Psychological Tests, Methods and Results, p. 114. New York: Harper and Brothers, 1933.

to be civic assets in handling their own affairs and to have at least fair judgment of the efficiency of public officials.

The ability to influence others is of great importance to the citizen of a democracy. While all citizens cannot be leaders, those who do not possess the power to move others must exercise sound judgment in yielding their own loyalties.

About 4 per cent of the seniors display "very marked ability to lead their fellows; make things go." This should make an adequate fund of leadership in view of the number of civic officials needed. This group is re-enforced by 17 per cent who "strongly affect the opinions, ideals, and activities of their associates," and 29 per cent who "sometimes lead in minor affairs." About half the class let others take the lead. Only 1 per cent are "easily influenced by others." This range of leadership ability might well prove a happy one for a country with a philosophy of government such as that of the United States. Ambitions for leadership on the part of too many people might cause frustrations, divisions, and a multiplicity of conflicting ideologies to a degree resulting in confusion. Good judgment in the selection of leaders is vital. Evidence is presented in Chapter III as to the extent to which the seniors possess this judgment.

The ability to co-operate is essential to living in a democracy. The degree of co-operation may vary from time to time and from group to group but never should reach the point of antagonizing others. Antagonism may be the by-product of political activity but should never result from disregard for group welfare.

Approximately 10 per cent of the seniors work with others "unusually well in a tactful and helpful manner." They offer assistance in an agreeable and inoffensive manner. An additional 53 per cent "work well with others." Some 30 per cent usually do their share of the work but have difficulty in adjusting to some groups. The presence of 8 per cent who "prefer to work by themselves" is not necessarily a bad thing in a society dependent to a degree on research workers and other rather individualistic occupations. Virtually none of the seniors--less than 1 per cent--are so antagonistic to society that they are "unwilling to sacrifice their own interests to the welfare of the group."

The possession of an inquiring mind is desirable for a good citizen. The person with such a mind is more likely to ob-

tain sufficient evidence for the formation of sound decisions. Nine per cent of the seniors are judged by their teachers to have "deep intellectual interests" to a degree which causes them to carry through whatever they start. About a third of the group have a few active and deep interests. Some 40 per cent depend on the leadership and initiative of others in assigning tasks for investigation. Thirteen per cent have very passive mental curiosity and 5 per cent more have either no desire or ability to increase their store of learning.

Emotional stability is an important trait. A good citizen should be well balanced emotionally. The person who is either unresponsive or overly excitable is likely to make unwise choices and decisions. Eighty per cent of the seniors are rated as being well balanced. The remainder give evidence of emotional conflicts. The vast majority of these show a "tendency" to be either unresponsive or over-emotional. Just how serious this tendency might become cannot be determined from the evidence at hand. About 3 per cent of the group are considered definitely apathetic or too easily moved to emotional outbursts. While this number is not a large one, yet it is sufficient to be a matter of concern. If other senior classes throughout the country contain equally large proportions of emotionally insecure young people, then high school officials must give more attention to this group.

The consistency with which teachers rated students the same or nearly the same on identical qualities is indicated in Tables 2 and 3. In preparing these tables fifty sets of rating blanks were selected at random--sets for 25 boys and sets for 25 girls. The number of ratings for each student varied from 3 to 5 making a total of 94 ratings for the 25 boys and 98 for the 25 girls.

Each of the fifty students was rated on seven qualities. In 73 cases, or 20.9 per cent of the 350 ratings, the teachers agreed unanimously as to the student's place on the scale. In 173 cases, or 49.4 per cent of the ratings, the opinions were divided between two adjacent points on the scale. In an additional 29 cases, or 8.3 per cent of the ratings, the opinions were divided between two non-adjacent points on the scale. Thus in 275 cases, or 78.6 per cent of the ratings, the teachers either agreed unanimously as to the student's place on the scale or were divided in their opinions by the narrowest of margins.

TABLE 2

INDIVIDUAL RATINGS BY TEACHERS FOR TWENTY-FIVE  
BOYS SELECTED AT RANDOM

| Qualities and Divisions<br>of Each* | Number of Ratings at |    |    |    |    |    |    |    |    |    |
|-------------------------------------|----------------------|----|----|----|----|----|----|----|----|----|
|                                     | Code Letters         |    |    |    |    |    |    |    |    |    |
|                                     | A                    | B  | C  | D  | E  | F  | G  | H  | I  | J  |
| Promptness                          |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2.....                              | 2                    | .. | 2  | .. | 5  | 3  | 3  | .. | 1  | 3  |
| 3.....                              | 1                    | 2  | 1  | 3  | .. | .. | .. | .. | 1  | 1  |
| 4.....                              | ..                   | 2  | 2  | .. | .. | 1  | .. | 3  | 2  | .. |
| 5.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Orderliness of Work                 |                      |    |    |    |    |    |    |    |    |    |
| Habits                              |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | 1                    | .. | 1  | .. | .. | 1  | 2  | .. | .. | .. |
| 2.....                              | 1                    | .. | 3  | 2  | 4  | 1  | 1  | 2  | 3  | 3  |
| 3.....                              | ..                   | 3  | .. | 1  | 1  | 1  | .. | 1  | 1  | .. |
| 4.....                              | 1                    | 1  | 1  | .. | .. | 1  | .. | .. | .. | .. |
| 5.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Effectiveness of Work               |                      |    |    |    |    |    |    |    |    |    |
| Habits                              |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | 3  | .. | .. | 1  | 2  | .. | .. | 2  |
| 2.....                              | 1                    | 1  | 2  | 1  | 5  | 2  | .. | .. | 2  | 3  |
| 3.....                              | 1                    | 1  | .. | 2  | .. | .. | 1  | 1  | 2  | 1  |
| 4.....                              | 1                    | 1  | .. | .. | .. | .. | .. | .. | .. | .. |
| 5.....                              | ..                   | 1  | .. | .. | .. | 1  | .. | 2  | .. | .. |
| Leadership                          |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | 1  | .. | .. | .. | .. | .. | .. | 1  | .. |
| 2.....                              | ..                   | .. | 2  | .. | 2  | .. | 3  | .. | 1  | 3  |
| 3.....                              | 1                    | 2  | 3  | 3  | .. | 3  | .. | 2  | 2  | 1  |
| 4.....                              | 2                    | 1  | .. | .. | 3  | 1  | .. | .. | .. | .. |
| 5.....                              | ..                   | .. | .. | .. | .. | .. | .. | 1  | .. | .. |
| Co-operation                        |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | .. | 1  | 2  | .. | .. | .. |
| 2.....                              | ..                   | 3  | 2  | 1  | 3  | 2  | 1  | 1  | 4  | 4  |
| 3.....                              | 2                    | 1  | 2  | 1  | 1  | .. | .. | 2  | .. | .. |
| 4.....                              | 1                    | .. | 1  | 1  | 1  | .. | .. | .. | .. | .. |
| 5.....                              | ..                   | .. | .. | .. | .. | 1  | .. | .. | .. | .. |
| Mental Curiosity                    |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | 1  | .. | .. | .. | 1  | .. | .. | .. |
| 2.....                              | 2                    | 1  | 2  | .. | 5  | 3  | 2  | .. | 3  | 3  |
| 3.....                              | 1                    | 3  | 1  | 3  | .. | .. | .. | 2  | 1  | 1  |
| 4.....                              | ..                   | .. | 1  | .. | .. | .. | .. | .. | .. | .. |
| 5.....                              | ..                   | .. | .. | .. | .. | 1  | .. | 1  | .. | .. |
| Emotional Control                   |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| 2.....                              | 2                    | 2  | 2  | 2  | 4  | 3  | 3  | .. | 4  | 1  |
| 3.....                              | ..                   | 2  | 3  | 1  | 1  | .. | .. | 3  | .. | 1  |
| 4.....                              | a                    | .. | .. | .. | .. | a  | .. | .. | .. | .. |
| 5.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | 2b |

\*For full definition of each quality and divisions under each see rating sheet in the Appendix.



TABLE 2--Continued

Each Division for Each Boy

for Boys

| K  | L  | M  | N  | O  | P  | Q  | R  | S  | T  | U  | V  | W  | X  | Y  | Totals |
|----|----|----|----|----|----|----|----|----|----|----|----|----|----|----|--------|
| .. | .. | .. | .. | .. | .. | .. | .. | 2  | .. | .. | 1  | 1  | 1  | .. | 5      |
| 4  | .. | 2  | .. | 1  | .. | .. | 2  | 1  | .. | 1  | 3  | 4  | 3  | 2  | 42     |
| .. | .. | 1  | 3  | 2  | 1  | 1  | 1  | 1  | 2  | .. | .. | .. | .. | .. | 21     |
| .. | 3  | .. | .. | 2  | 2  | 3  | 1  | 1  | 1  | 2  | .. | .. | .. | 1  | 26     |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 94     |
| 3  | .. | 3  | .. | .. | .. | .. | 1  | 3  | .. | .. | 2  | 2  | 2  | 1  | 23     |
| 1  | .. | .. | 2  | 1  | .. | 1  | .. | 1  | 2  | 1  | 2  | 3  | 2  | 2  | 38     |
| .. | 3  | .. | 1  | 2  | 1  | 2  | 3  | 1  | 1  | 2  | .. | .. | .. | .. | 24     |
| .. | .. | .. | .. | 1  | 2  | 1  | .. | .. | .. | .. | .. | .. | .. | .. | 8      |
| .. | .. | .. | .. | 1  | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1 94   |
| 2  | .. | 1  | .. | .. | .. | .. | 1  | 2  | .. | .. | 1  | 2  | 1  | .. | 16     |
| 2  | .. | 2  | .. | 2  | .. | .. | 2  | .. | .. | 1  | 3  | 3  | 1  | 3  | 36     |
| .. | 3  | .. | .. | .. | .. | 3  | 1  | 3  | 2  | 2  | .. | .. | 2  | .. | 25     |
| .. | .. | .. | 2  | 3  | 2  | .. | .. | .. | 1  | .. | .. | .. | .. | .. | 10     |
| .. | .. | .. | 1  | .. | 1  | 1  | .. | .. | .. | .. | .. | .. | .. | .. | 7 94   |
| 1  | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 3      |
| 2  | .. | .. | .. | .. | 1  | .. | 1  | .. | .. | .. | 1  | .. | .. | .. | 16     |
| .. | .. | .. | 1  | .. | .. | 3  | 2  | 2  | 2  | 3  | 3  | .. | 4  | 3  | 40     |
| 1  | 3  | 3  | 2  | 5  | 1  | 1  | 1  | 2  | .. | .. | .. | 5  | .. | .. | 31     |
| .. | .. | .. | .. | .. | 1  | .. | .. | 1  | 1  | .. | .. | .. | .. | .. | 4 94   |
| 1  | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1  | .. | .. | .. | 5      |
| 3  | .. | 3  | .. | 1  | .. | 3  | 2  | .. | 2  | 3  | 3  | 4  | 1  | 3  | 49     |
| .. | 3  | .. | 3  | 3  | .. | .. | 1  | 2  | 1  | .. | .. | .. | 2  | .. | 24     |
| .. | .. | .. | .. | 1  | 3  | .. | 1  | 3  | .. | .. | .. | 1  | 1  | .. | 14     |
| .. | .. | .. | .. | .. | .. | 1  | .. | .. | .. | .. | .. | .. | .. | .. | 2 94   |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 1  | .. | .. | 3      |
| 1  | .. | 3  | .. | .. | .. | 3  | 1  | .. | 1  | 1  | 2  | 2  | 3  | 2  | 40     |
| 3  | 3  | .. | 2  | 1  | 1  | 1  | 3  | 3  | 2  | 2  | 2  | 1  | 1  | 1  | 38     |
| .. | .. | .. | .. | 2  | 1  | .. | .. | 2  | .. | .. | .. | 1  | .. | .. | 7      |
| .. | .. | .. | 1  | 2  | 1  | .. | .. | .. | .. | .. | .. | .. | .. | .. | 6 94   |
| .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | .. | 2  | .. | .. | .. | 2      |
| 4  | 2  | 3  | 1  | 3  | .. | 3  | 3  | 1  | 2  | 2  | 2  | 4  | 2  | 3  | 58     |
| .. | 1  | .. | 1  | 1  | .. | 1  | 1  | 2  | .. | .. | .. | .. | 2  | .. | 20     |
| .. | .. | .. | b  | a  | 2b | .. | .. | b  | .. | b  | .. | a  | .. | .. | 9      |
| .. | .. | .. | .. | .. | b  | .. | .. | b  | b  | .. | .. | .. | .. | .. | 5 94   |

TABLE 3

INDIVIDUAL RATINGS BY TEACHERS FOR TWENTY-FIVE  
GIRLS SELECTED AT RANDOM

| Qualities and Divisions<br>of Each* | Number of Ratings at |    |    |    |    |    |    |    |    |    |
|-------------------------------------|----------------------|----|----|----|----|----|----|----|----|----|
|                                     | Code Letters         |    |    |    |    |    |    |    |    |    |
|                                     | A                    | B  | C  | D  | E  | F  | G  | H  | I  | J  |
| Promptness                          |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | .. | .. | .. | 1  | .. | .. |
| 2.....                              | 3                    | 2  | 2  | 1  | 3  | 3  | 4  | 2  | 5  | 2  |
| 3.....                              | 1                    | 1  | .. | 2  | 1  | 1  | .. | 2  | .. | 1  |
| 4.....                              | ..                   | .. | 2  | .. | 1  | .. | .. | .. | .. | .. |
| 5.....                              | ..                   | .. | 1  | .. | .. | .. | .. | .. | .. | .. |
| Orderliness of Work                 |                      |    |    |    |    |    |    |    |    |    |
| Habits                              |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | 4                    | 1  | .. | 1  | 1  | 2  | 3  | 1  | 3  | 1  |
| 2.....                              | ..                   | 1  | 2  | 2  | 4  | 2  | 1  | 4  | 2  | .. |
| 3.....                              | ..                   | 1  | 2  | .. | .. | .. | .. | .. | .. | 1  |
| 4.....                              | ..                   | .. | 1  | .. | .. | .. | .. | .. | .. | 1  |
| 5.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Effectiveness of Work               |                      |    |    |    |    |    |    |    |    |    |
| Habits                              |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | 3                    | .. | .. | .. | .. | 1  | 3  | 2  | 2  | 1  |
| 2.....                              | 1                    | 2  | 1  | 2  | 3  | 1  | .. | 3  | 3  | .. |
| 3.....                              | ..                   | 1  | 2  | 1  | 2  | 2  | 1  | .. | .. | 1  |
| 4.....                              | ..                   | .. | 1  | .. | .. | .. | .. | .. | .. | 1  |
| 5.....                              | ..                   | .. | 1  | .. | .. | .. | .. | .. | .. | .. |
| Leadership                          |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | 1  | .. |
| 2.....                              | 2                    | .. | .. | .. | 1  | .. | 3  | .. | .. | .. |
| 3.....                              | 1                    | 1  | 2  | 3  | 1  | 1  | 1  | 3  | 2  | .. |
| 4.....                              | 1                    | 2  | 2  | .. | 2  | 3  | .. | 2  | 2  | 3  |
| 5.....                              | ..                   | .. | 1  | .. | 1  | .. | .. | .. | .. | .. |
| Co-operation                        |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | 1  | .. | .. | .. | 3  | .. |
| 2.....                              | 4                    | 3  | 3  | 3  | 4  | 3  | 4  | 3  | 2  | 1  |
| 3.....                              | ..                   | .. | 2  | .. | .. | 1  | .. | 2  | .. | 1  |
| 4.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | 1  |
| 5.....                              | ..                   | .. | .. | .. | .. | .. | .. | .. | .. | .. |
| Mental Curiosity                    |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | .. | .. | 2  | .. | 4  | .. |
| 2.....                              | 3                    | 1  | 3  | .. | 2  | 3  | 2  | 2  | 1  | .. |
| 3.....                              | 1                    | 2  | .. | 3  | 3  | 1  | .. | 2  | .. | 2  |
| 4.....                              | ..                   | .. | 1  | .. | .. | .. | .. | 1  | .. | .. |
| 5.....                              | ..                   | .. | 1  | .. | .. | .. | .. | .. | .. | 1  |
| Emotional Stability                 |                      |    |    |    |    |    |    |    |    |    |
| 1.....                              | ..                   | .. | .. | .. | .. | .. | 2  | 1  | 5  | .. |
| 2.....                              | 4                    | 3  | 1  | 2  | 5  | 3  | 2  | 3  | .. | 1  |
| 3.....                              | ..                   | .. | 2  | 1  | .. | 1  | .. | 1  | .. | 2  |
| 4.....                              | ..                   | .. | b  | .. | .. | .. | .. | .. | .. | .. |
| 5.....                              | ..                   | .. | b  | .. | .. | .. | .. | .. | .. | .. |

\*For full definition of each quality and divisions under each see rating sheet in the Appendix.



The remaining ratings were spread over either three or four points on the scale. In no case among the fifty (or among the entire class, for that matter) was the same student rated at the top of the scale by one teacher and at the bottom by another. A breakdown of the data by separate qualities is given in Table 4.

TABLE 4  
PERCENTAGE OF AGREEMENT BY TEACHERS IN RATING SENIORS

| Qualities                    | Percentage of Ratings in Each Group* |      |     |      |     |     |
|------------------------------|--------------------------------------|------|-----|------|-----|-----|
|                              | Code Letters for Groups              |      |     |      |     |     |
|                              | A                                    | B    | C   | D    | E   | F   |
| Promptness.....              | 24                                   | 46   | 10  | 16   | 2   | 2   |
| Orderliness of Work Habits.. | 14                                   | 60   | 2   | 14   | 6   | 4   |
| Effectiveness of Work Habits | 8                                    | 58   | 10  | 14   | 4   | 6   |
| Leadership.....              | 30                                   | 42   | 8   | 10   | 8   | 2   |
| Co-operation.....            | 28                                   | 46   | 6   | 16   | 4   | ..  |
| Mental Curiosity.....        | 14                                   | 50   | 8   | 18   | 6   | 4   |
| Emotional Control.....       | 28                                   | 44   | 14  | 6    | 2   | 6   |
|                              | 20.9                                 | 49.4 | 8.3 | 13.4 | 4.6 | 3.4 |

\*A, teachers agreed unanimously; B, ratings divided between two adjacent points on the scale; C, ratings divided between two non-adjacent points on the scale; D, ratings divided among three adjacent points on the scale; E, ratings divided among three non-adjacent points on the scale; F, ratings divided among four adjacent points on the scale.

Absolute agreement on the part of the teachers ranged from 8 per cent unanimity in rating students as to work habits to 30 per cent agreement in rating on qualities of leadership. From the ratings it would seem that qualities such as "leadership," "co-operation," and "emotional control" are more likely to be constant in all situations, whereas "effectiveness" and "orderliness" of work habits, and "mental curiosity" tend to vary from subject to subject or in reaction to teacher personalities and group situations.

The ratings indicate that teachers consider high school seniors competent in the seven qualities on which the scale was based. From 80 to 90 per cent of the seniors were rated in the upper three categories of all qualities with the exception of that of possession of the qualities of leadership. Reference to the



scale itself in the Appendix shows that the definition of the three groups in question might well refer to what is commonly thought of as being a very acceptable citizen. If this assumption is correct, the teachers were evidently willing to recommend a greater proportion of the seniors as ready for citizenship than were those in the schools studied by Spaulding. With reference to the number of students in the schools in New York which the schools seemed unwilling to recommend as acceptable citizens Spaulding wrote, "but it is difficult to believe that one out of every four normal boys and girls is incapable of being educated for good citizenship."<sup>1</sup>

Rating of their students on such a scale by high school teachers should prove to be a very wholesome experience. Students who measure up well on the basis of this scale or a similar one prepared after a careful consideration of important factors might well be expected to gain an adequate mastery of the subject matter of the curriculum. If any weight is to be assigned to the critics of high school graduates, closer attention to qualities of character and citizenship is indeed in order. If the warnings of those who predict the downfall of our democracy are to be heeded, then "report cards" may well draw attention to what students do as well as, or even instead of, what they know.

A survey of the ratings brings out two most interesting facts worth mentioning here.

1. Teachers agree to a marked extent in their opinions of their students. Even though it might be argued that these opinions are entirely subjective, they are still important evidence as to the quality of citizenship displayed by the seniors. Adults judge the citizenship of their neighbors in much the same way as the teachers judged their students--perhaps in light of much less evidence. One's worth as a citizen is markedly influenced by what people think of him in a subjective way.

2. Girls are rated higher than boys in virtually all the qualities. This may be due to various reasons. The number of women teachers doing the rating exceeded the number of men almost

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<sup>1</sup>Francis T. Spaulding, High School and Life, p. 18. Regent's Inquiry into the Character and Cost of Public Education in the State of New York. New York: McGraw-Hill Book Co., Inc., 1938.

four to one--43 women teachers and 12 men teachers having seniors in class. Checking of cases where both men and women teachers rated the same student brings out the fact that when the student in question was a girl 58 per cent of the ratings by women teachers were higher than those by men teachers. In 24 per cent of the cases the ratings given by men teachers were higher and in 18 per cent of the cases the ratings were the same. Men teachers rated boys higher than did women teachers in 34 per cent of the cases; lower in 38 per cent of the cases; and the same 28 per cent of the time. It is also very possible that teachers judge to a great degree on the basis of overt action and rate more highly those students who create the least bother to class routine. This statement is further supported by the fact that 41 boys of 224 were the subject of disciplinary action by the dean during the winter, whereas but 32 girls out of 265 were similarly disciplined.

Regardless of the reason for this rating of girls higher than boys it is important to know more of the factors involved for further development of the high school program. It would be interesting to pursue the study further and learn more of the reasons back of the different ratings.

This difference is particularly noticeable in judgment of emotional stability. In the summary (Table 1) 49.8 per cent of the boys and 57.5 per cent of the girls are rated in the upper two divisions. In Tables 2 and 3 showing exact ratings for 25 boys and 25 girls about 20 per cent more girls than boys are in the upper two divisions in emotional stability. Nine per cent more boys than girls are in the lower two divisions in the same quality.

These differences seem too large to be the result of chance. Whether they result from the effect of the war upon the students, the different effect of school standards upon boys and girls, or from the fact that four-fifths of the teachers rating the students were women, it is important for the schools to know more of the causes for the great difference in rating of the young men and young women seniors.

#### Ratings by Employers

The teachers rated their students on the basis of their behavior in the classroom. It is often argued that the classroom

situation is not realistic nor likely to stimulate the young person to the same type of behavior as does the business world. If there is a decided difference in standards and motivation at school and at work, the result on the students' reactions might be such as to have great implications for the improvement of high school instruction.

It might be well to note at this point the importance of the various aspects of a citizen's life. One's civic competence is subject to influence by his economic, social, and religious activities. A young person who manifests desirable characteristics under conditions of employment may readily be assumed to be potentially a better citizen than one who exhibits undesirable characteristics under the same conditions. It is generally agreed that an economically successful person is of greater value as a citizen than one who is not able to earn his own livelihood.

In order to determine what qualities business men themselves consider important, the members of two local civic organizations were asked to submit lists of six or more qualities they consider essential to success in business, professional, and civic life. These lists were tabulated, and the seven qualities mentioned most frequently were selected for use in rating the employed seniors. These qualities were honesty, ability to get along with people, knowledge of fundamentals, acceptance of responsibility, punctuality, possession of vocational skills, and practicing of courtesy. To simplify the task for the employees five degrees of excellence ranging from superior to incompetence in each quality were defined.

Rating cards were distributed to the employers of seventy-seven boys and seventy-six girls. All were completed and returned. In addition the employers rated fifty-two non-high school employees. It was agreed that these latter should remain entirely anonymous, although the employers indicated they belonged to the same age group as the high school seniors.

A summary of the ratings is given in Table 5. Since there was but one rating for each student, the numbers given are exact, not averages as was the case with ratings by the teachers.

A large majority of the seniors are rated in the top two divisions for each quality. In fact a majority are rated as worthy of the topmost ranking for each quality excepting two--knowledge of fundamentals and acceptance of responsibility. Girl

TABLE 5  
SUMMARY OF RATINGS BY EMPLOYERS

| Qualities and Divisions<br>of Each* | Ratings of<br>153 High<br>School Seniors      |               |       | Ratings of 52<br>Non-High School<br>Employees  |
|-------------------------------------|-----------------------------------------------|---------------|-------|------------------------------------------------|
|                                     | Percentage of<br>Students in<br>Each Division |               |       | Percentage of<br>Employees in<br>Each Division |
|                                     | Boys<br>(77)                                  | Girls<br>(76) | Total |                                                |
| Honesty                             |                                               |               |       |                                                |
| 1.....                              | 75.2                                          | 89.5          | 82.3  | 65.4                                           |
| 2.....                              | 14.3                                          | 9.2           | 11.8  | 23.1                                           |
| 3.....                              | 10.5                                          | 1.3           | 5.9   | 7.7                                            |
| 4.....                              | ...                                           | ...           | ...   | 3.8                                            |
| 5.....                              | ...                                           | ...           | ...   | ...                                            |
| Ability to Get Along with<br>People |                                               |               |       |                                                |
| 1.....                              | 70.1                                          | 77.6          | 73.8  | 40.4                                           |
| 2.....                              | 27.3                                          | 22.4          | 24.8  | 40.4                                           |
| 3.....                              | 1.3                                           | ...           | .7    | 11.6                                           |
| 4.....                              | ...                                           | ...           | ...   | 3.8                                            |
| 5.....                              | 1.3                                           | ...           | .7    | 3.8                                            |
| Knowledge of Fundamentals           |                                               |               |       |                                                |
| 1.....                              | 43.3                                          | 41.7          | 42.5  | 29.3                                           |
| 2.....                              | 49.2                                          | 58.3          | 53.5  | 51.2                                           |
| 3.....                              | 4.5                                           | ...           | 2.4   | 14.6                                           |
| 4.....                              | 3.0                                           | ...           | 1.6   | 4.9                                            |
| 5.....                              | ...                                           | ...           | ...   | ...                                            |
| Punctuality                         |                                               |               |       |                                                |
| 1.....                              | 55.8                                          | 61.8          | 58.8  | 44.2                                           |
| 2.....                              | 41.6                                          | 32.9          | 37.3  | 40.4                                           |
| 3.....                              | 2.6                                           | 5.3           | 3.9   | 11.6                                           |
| 4.....                              | ...                                           | ...           | ...   | 3.8                                            |
| 5.....                              | ...                                           | ...           | ...   | ...                                            |
| Acceptance of Responsibility        |                                               |               |       |                                                |
| 1.....                              | 49.3                                          | 38.2          | 43.8  | 34.6                                           |
| 2.....                              | 39.0                                          | 40.8          | 39.9  | 34.6                                           |
| 3.....                              | 9.1                                           | 18.4          | 13.7  | 19.2                                           |
| 4.....                              | 2.6                                           | 2.6           | 2.6   | 11.6                                           |
| 5.....                              | ...                                           | ...           | ...   | ...                                            |
| Vocational Skill                    |                                               |               |       |                                                |
| 1.....                              | 58.4                                          | 43.4          | 51.0  | 34.6                                           |
| 2.....                              | 24.7                                          | 34.2          | 29.4  | 34.6                                           |
| 3.....                              | 14.3                                          | 22.4          | 18.3  | 23.1                                           |
| 4.....                              | 2.6                                           | ...           | 1.3   | 7.7                                            |
| 5.....                              | ...                                           | ...           | ...   | ...                                            |
| Courtesy                            |                                               |               |       |                                                |
| 1.....                              | 84.4                                          | 86.8          | 85.6  | 52.0                                           |
| 2.....                              | 13.0                                          | 13.2          | 13.1  | 30.7                                           |
| 3.....                              | 2.6                                           | ...           | 1.3   | 17.3                                           |
| 4.....                              | ...                                           | ...           | ...   | ...                                            |
| 5.....                              | ...                                           | ...           | ...   | ...                                            |

\*For full definition of each quality and divisions under each see rating scale used by employers, Appendix.



employees are rated as superior to boys in honesty, ability to get along with people, punctuality, and courtesy.

One hundred and twenty-six, or 82 per cent of the seniors, are always trustworthy, in the opinion of their employers. Eighteen per cent more are usually trustworthy, and but nine are rated as low as the third point on the scale. The definition of this point reads, "honest in some matters but not in others--for instance would not steal money, but will take supplies or loaf on employer's time." In four of the nine cases the phrase "loaf on the employer's time" was underlined.

Approximately three-fourths of the seniors are always "pleasant and agreeable; go out of the way to help others," while at work, according to the ratings. All but two of the others are "usually pleasant and agreeable." Of the two, one "prefers to work by himself" and the other is described as a trouble-maker who irritates his fellow workers.

Fewer students are rated in the top division in knowledge of the fundamentals. Forty-three per cent of them are rated in this category, which is defined as "exceptionally well prepared in all fields." The general heading of this quality, knowledge of the fundamentals, calls attention to the fact that it means "general level of ability, skills, and understandings, such as arithmetic, spelling, reading, language usage, etc."

Although this percentage is lower than for any other quality, still it reflects a good opinion of high school seniors on the part of their employers. To have 43 per cent of a group considered "exceptionally well prepared" is probably as high a percentage as could be expected. An additional 53 per cent are considered "generally well prepared." Only five students--all boys--are rated below this point. Three of these are considered as prepared in all fields except arithmetic (the word arithmetic was written in by the employers). Two are said to be "weak in all fields."

Only six students are considered undependable in getting to work on time. Even these are said to be "generally on time, but cannot be depended upon." Nearly 60 per cent of the group display "unfailing ability to be on time or ahead of time."

Although a few more seniors are regarded as being superior in acceptance of responsibility than in knowledge of fundamentals, many more are rated as low as third or fourth places in this

quality. Forty-four per cent of the seniors are said to "feel responsible for success of business even beyond limits of their own jobs; have initiative and interest." An additional 40 per cent "do their own work in a very satisfactory manner." Twenty-one students--about 14 per cent--"occasionally fail to do all necessary." Four students "generally leave something unfinished."

The employers seem highly pleased with the vocational skill of half the seniors, rating them as having "a high degree of understanding of the job--can often suggest better ways of doing the work or correcting trouble." Practically all of the remainder of the class have sufficient skill to "do the job as long as everything goes well," or "under skilled supervision." Only two students are said to be so inferior as to have "trouble following instructions."

More high school seniors are rated superior in possession of courtesy than in any of the other qualities. Eighty-six per cent are said to be "always courteous to all people" (supervisors, fellow workers, customers). The others are "usually courteous," with the exception of two boys who are courteous only when "it is to their advantage."

Employers prefer high school seniors to non-high school employees of similar age, according to the ratings. More of the seniors are rated as superior on each of the seven qualities, and fewer are rated low on the scale for each quality. The advantage of school attendance should be expected to favor the seniors over non-high school employees in "knowledge of the fundamentals" and possibly in "vocational skill." Superiority in such matters as honesty and courtesy may result partly from school attendance and partly from other causes. It is impossible to tell from the data at hand whether the seniors are superior because they stayed in school or whether they continued in school because of their superiority in these or other traits.

Results of the ratings, however, support the theory that people differ greatly in possession of traits of character. It should be possible then for school people to learn more of what causes this difference and adjust school life so as to improve the status of each student in these qualities. Since vocational competence may very well be considered essential to civic competence, the tendency on the part of the employers to rate seniors so highly should be very encouraging to educators who think of

their jobs as something more than drilling on facts, without relating them to better citizenship on the part of students.

Comparison of Ratings by Teachers with  
Ratings by Employers

Teachers are prone to be more critical of their students than are employers of their employees. This difference may result from difference in standards, evaluative skill, working conditions, motivation, relationship between the senior and the person rating, or other causes. Perhaps the reward for success "on the job" is more immediate and satisfying than success in school. It may be that life at school is artificial and isolated from after-school, adult conditions. Regardless of the reason, nearly two-thirds of the seniors are rated higher by their employers than by their teachers. Employers rated 81 per cent of the boys and 51 per cent of the girls higher than did the teachers. Not one of the boys was rated lower by his employer than by his teachers, and but 7 per cent of the girls were. Nineteen per cent of the boys and 42 per cent of the girls were rated the same by both the employer and the teachers. Thus it would seem that the teachers and employers agree much more often on the qualities of the girls than of the boys.

Not all the qualities on the rating scale used by the teachers were the same as on the scale used by the employers. These comparisons are made on the basis of the average of all ratings by both teachers and employers. Where qualities are comparable, however, the higher ratings by employers is manifest. Teachers rate 10 per cent of the students as "always prompt; begin work ahead of time," and 41 per cent as "prompt to begin work on time." Employers estimate that 59 per cent have "unfailing ability to be on time or ahead of time," and 37 per cent more "are generally on time." Difference in definition makes an absolute comparison difficult, but employers place more students in the first category than teachers place in the first two.

According to their teachers, 10 per cent of the students "work unusually well with others in a tactful and helpful manner; offer assistance to others," and 53 per cent "work well with others." In the opinion of the employers, 74 per cent are "always pleasant and agreeable; go out of the way to help others" and 25 per cent are "usually pleasant and agreeable."

This difference in opinion regarding the qualities of the same students should cause school people to give serious consideration to their methods and standards of evaluating. There is no thought here of determining which of the two ratings is more accurate. It is the duty of the school, however, to prepare young people for life in a community of other people. In evaluating its product the school should take cognizance of the standards in the community, even though it may be with thought of raising those standards. It may even be possible that, owing to difference in working conditions, associates, financial return, and so forth, the seniors themselves are virtually different personalities when at the place of employment than when at school. Just what makes them different, if indeed they are, is of vital importance to secondary school teachers and administration. Perhaps educators have given so much attention to making school a preparation for life that they have lost sight of the fact that their students are very much alive and living while still in school. Solution of the old problem of proper and adequate motivation may require a very definite break with long accepted customs and organizations.

The wisdom of giving greater attention to standards of evaluation and methods of motivation is stressed further by additional data concerning these same students. Even at school there is surprising discrepancy in their behavior and ranking at different times and under different circumstances. Some interesting data on this group of students are given in Table 6.

As a part of the study certain tests of information were given the seniors. A full description of the tests and the results is found in Chapter V. Attention is called to the tests here in order to describe more completely the students rated by their employers.

About half the group rank in the same fifth of the class in the scores of the informational tests given as on their scholastic record over a three-year period. The vast difference between the girls and boys on this point is worthy of attention. Whereas one-and-one-half times as many boys ranked higher on their tests than on the scholastic record, about eight times as many girls ranked higher on their scholastic record than on the test scores. This difference seems too great to be the result of chance.



TABLE 6

## PERTINENT DATA ON STUDENTS RATED BY EMPLOYERS

| Statement                                                            | Boys | Girls | Total |
|----------------------------------------------------------------------|------|-------|-------|
| Number of Students in Each Category                                  |      |       |       |
| Types of community activities in which employed students participate |      |       |       |
| Boy scouts.....                                                      | 12   | ..    | 12    |
| Sea scouts.....                                                      | 6    | ..    | 6     |
| Girl scouts.....                                                     | ..   | 15    | 15    |
| Campfire girls.....                                                  | ..   | 10    | 10    |
| Bond drives.....                                                     | 7    | 6     | 13    |
| Assistant air raid warden.....                                       | 4    | ..    | 4     |
| Civic symphony.....                                                  | 2    | 3     | 5     |
| Roll bandages.....                                                   | ..   | 10    | 10    |
| First aid.....                                                       | 8    | 5     | 13    |
|                                                                      | 39   | 49    | 88    |
| Types of church activities in which employed students participate    |      |       |       |
| Choir.....                                                           | 16   | 28    | 44    |
| Missionary society.....                                              | ..   | 3     | 3     |
| Teach class.....                                                     | 4    | 12    | 16    |
| Y.P. board.....                                                      | ..   | 2     | 2     |
| Class officer.....                                                   | 8    | 12    | 20    |
| Help with children.....                                              | ..   | 6     | 6     |
| Y.P. office.....                                                     | 5    | 8     | 13    |
| Organist.....                                                        | ..   | 2     | 2     |
| Minister.....                                                        | 1    | ..    | 1     |
| Pianist.....                                                         | 1    | 4     | 5     |
|                                                                      | 35   | 77    | 112   |
| Types of school activities in which employed students participate    |      |       |       |
| Athletics.....                                                       | 6    | ..    | 6     |
| Music.....                                                           | 18   | 31    | 49    |
| Dramatics.....                                                       | 15   | 17    | 32    |
| Newspaper.....                                                       | 3    | 3     | 6     |
| Annual.....                                                          | 2    | 2     | 4     |
| Class office.....                                                    | 3    | 4     | 7     |
| School office.....                                                   | 4    | 3     | 7     |
| Drum corps.....                                                      | ..   | 2     | 2     |
|                                                                      | 51   | 62    | 113   |
| Number of activities in which employed students participate          |      |       |       |
| School.....                                                          | 51   | 62    | 113   |
| Community.....                                                       | 39   | 49    | 88    |
| Church.....                                                          | 35   | 77    | 112   |
| Average days absence.....                                            | 12.1 | 13.3  | 12.8  |
| Average times tardy.....                                             | 5.0  | 1.8   | 3.2   |

TABLE 6--Continued

| Statement                                             | Boys | Girls | Total |
|-------------------------------------------------------|------|-------|-------|
| Percentage of Students in Each Category               |      |       |       |
| Rated higher by employer than teachers..              | 81.1 | 50.8  | 63.5  |
| Rated lower by employer than teachers...              | 0.0  | 6.9   | 4.0   |
| Rated the same by both employer and teachers.....     | 18.9 | 42.3  | 32.5  |
| At each quintile on tests (average)                   |      |       |       |
| (Top) 5.....                                          | 3.8  | 4.1   | 4.0   |
| 4.....                                                | 28.3 | 16.4  | 21.4  |
| 3.....                                                | 24.5 | 20.5  | 22.3  |
| 2.....                                                | 24.5 | 15.1  | 19.0  |
| 1.....                                                | 18.9 | 43.9  | 33.3  |
| At each quintile on scholastic record                 |      |       |       |
| 5.....                                                | 9.4  | 17.9  | 14.3  |
| 4.....                                                | 18.9 | 20.5  | 19.8  |
| 3.....                                                | 17.0 | 20.5  | 19.0  |
| 2.....                                                | 22.6 | 21.9  | 22.2  |
| 1.....                                                | 32.1 | 19.2  | 24.7  |
| Ranked higher on tests than on scholastic record..... | 28.4 | 6.9   | 15.9  |
| Ranked lower on tests than on scholastic record.....  | 18.8 | 53.4  | 38.9  |
| Ranked same on tests and scholastic record.....       | 52.8 | 39.7  | 45.2  |
| Quality of disciplinary record                        |      |       |       |
| Excellent.....                                        | 1.9  | 0.0   | .8    |
| Good.....                                             | 71.5 | 90.4  | 82.5  |
| Poor.....                                             | 26.6 | 9.6   | 16.7  |
| Quality of observations by teachers                   |      |       |       |
| Excellent.....                                        | 1.9  | 15.1  | 9.5   |
| Good.....                                             | 26.6 | 16.4  | 20.6  |
| Poor.....                                             | 26.6 | 16.4  | 20.6  |
| No observation made.....                              | 44.9 | 52.1  | 49.3  |
| Planning to attend college.....                       | 43.4 | 46.6  | 45.2  |
| Percentage not absent.....                            | 13.2 | 5.5   | 8.7   |
| Percentage not tardy.....                             | 20.8 | 43.8  | 34.1  |
| Percentage neither absent nor tardy.....              | 9.4  | 4.1   | 6.3   |
| Percentage voting.....                                | 18.8 | 35.6  | 28.6  |
| Percentage working on survey.....                     | 18.8 | 13.7  | 15.9  |
| Percentage with no activity in each category          |      |       |       |
| No school activity.....                               | 60.4 | 49.3  | 54.0  |
| No community activity.....                            | 60.4 | 43.8  | 50.8  |
| No church activity.....                               | 62.3 | 38.4  | 48.4  |
| No activity of any kind.....                          | 35.8 | 21.9  | 27.8  |

The entire group ranked somewhat lower on both the tests and their record than did the class as a whole. This difference may be partly due to lack of time for study owing to outside work, divided attention, or other conflicting conditions.

The attendance of the students rated by their employers was somewhat less regular, averaging nearly three days more absence than for the class as a whole. The number of times tardy averaged slightly less, however. The percentage of the students who were neither absent nor tardy was slightly lower than for the class as a whole.

The percentage of this group having an unfavorable disciplinary record is only slightly higher than for the entire class. Those students from this group who were among the students observed by the teachers about the building for a month behaved very much as did the rest of the group observed.

Fifteen per cent fewer in this group planned to attend college than for the entire class. They participated in but half as many activities on the average as did all the members of the senior class. Twenty-seven per cent of the senior class took part in the community survey described later in this chapter. Only 16 per cent of the group rated by their employers participated, although the survey took place when they would otherwise have been in classes. The relative participation in the election described elsewhere in this chapter was about the same by this group as for the class.

Comparison of the ratings given high school students with those given non-high school employees in Table 5 indicates that employers consider the former more satisfactory employees. When compared with other members of the senior class, however, the seniors who work outside of school do not seem so well adjusted to school life. They do not rank so high scholastically nor participate so much in out-of-class activities. With the growing emphasis on the educative value of work experience, the difference in opinion between the employer and teacher is a vital one for schools striving to develop civic competence.

Schools should investigate more fully the motivation and controls of the "work-a-day" world. This investigation need not be undertaken with the idea of adopting the employer's techniques but rather in the spirit of adapting these techniques to classroom needs. Much of the traditional classroom work and procedure

has been openly questioned for years. Perhaps the time has come to evaluate the materials and methods of the school in terms of their effects on the civic competence of pupils. Evidence furnished in the ratings by employers reinforces the earlier observation that the difference in rating of boys and girls by the teachers is worthy of closer study. There is reason to believe that greater influence on the behavior of the boys should be possible than is now being exercised.

### Disciplinary Records

The responsibility for disciplining students whose behavior requires this type of attention is placed with the dean of boys and the dean of girls. Each of these officials keeps a record of the offenses brought to his attention and the disposition made of them. Offenses recorded were such as would indicate, in the opinion of the dean at least, undesirable citizenship in the school group. At the close of the senior year these records were summarized for the class. The results of this summary are given in Tables 7 and 8.

Seventy-three seniors, forty-one boys and thirty-two girls, were disciplined by the deans during their last year in school. For convenience the record card bore seven groupings of offenses: (1) Truancy; (2) Suspension, a general summarization of offenses considered serious enough to merit temporary exclusion from school; the nature of the offenses is given in the discussion which follows; (3) Impudence; (4) Sent to the dean's office, another general term treated in the discussion in the same way as was group 2; (5) Smoking; (6) Abuse of school property; (7) Criminal record, another general summary group.

Offenses classified on the summary card under the heading, "Sent to the dean's office," were most numerous. Twenty-seven boys were sent to the office a total of forty-six times for the following reasons: excessive tardiness, nine; continued failure to do the required work, eighteen; fits of temper, two; leaving the grounds without permission, ten; miscellaneous, seven. Twenty-five girls were sent to the dean's office a total of forty times for these reasons: excessive tardiness, five; continued failure to do the required work, seventeen; fits of temper, four; leaving the grounds without permission, eight; miscellaneous, six.



TABLE 7

RECORD OF OFFENSES FOR WHICH FORTY-ONE SENIOR BOYS WERE  
DISCIPLINED BY THE DEAN OF BOYS

| Students | Number of Times Disciplined<br>for Each Offense* |    |    |    |    |    |    | Attendance<br>Record |                |
|----------|--------------------------------------------------|----|----|----|----|----|----|----------------------|----------------|
|          | Code Letters for Offenses                        |    |    |    |    |    |    | Days<br>Absent       | Times<br>Tardy |
|          | A                                                | B  | C  | D  | E  | F  | G  |                      |                |
| b1       | 1                                                | 2  | 2  | 3  | .. | .. | .. | 17                   | 5              |
| b2       | ..                                               | .. | .. | 1  | .. | .. | .. | 17                   | 5              |
| b3       | ..                                               | 1  | 1  | 2  | .. | .. | .. | 15                   | 4              |
| b4       | ..                                               | .. | 1  | .. | .. | .. | .. | 5                    | 1              |
| b5       | ..                                               | .. | .. | .. | 1  | .. | .. | 10                   | 3              |
| b6       | ..                                               | .. | .. | 2  | 1  | .. | .. | 1                    | 10             |
| b7       | 2                                                | 2  | .. | .. | .. | .. | .. | 23                   | 3              |
| b8       | ..                                               | .. | .. | 1  | .. | .. | .. | 2                    | ..             |
| b9       | 1                                                | .. | .. | 3  | 1  | .. | .. | 12                   | 11             |
| b10      | 1                                                | 1  | 1  | 1  | .. | .. | .. | 6.5                  | 11             |
| b11      | 2                                                | .. | .. | .. | .. | .. | .. | 15                   | 11             |
| b12      | 2                                                | 2  | .. | 1  | .. | .. | .. | 2                    | ..             |
| b13      | 2                                                | .. | 1  | 1  | .. | .. | .. | 2.5                  | 7              |
| b14      | 3                                                | 3  | .. | .. | .. | .. | .. | 16                   | 9              |
| b15      | 2                                                | 1  | .. | 1  | 1  | .. | .. | 11                   | 1              |
| b16      | ..                                               | .. | .. | .. | 1  | .. | .. | 22                   | 4              |
| b17      | ..                                               | 1  | .. | 1  | 1  | 1  | .. | 2                    | 4              |
| b18      | 2                                                | 1  | 1  | 1  | .. | .. | .. | 28                   | 1              |
| b19      | 1                                                | .. | .. | .. | .. | .. | .. | 1                    | 3              |
| b20      | 1                                                | .. | .. | .. | .. | .. | .. | 1                    | 4              |
| b21      | 1                                                | .. | .. | .. | .. | .. | .. | 1                    | 3              |
| b22      | ..                                               | .. | .. | 1  | .. | .. | .. | 14                   | 7              |
| b23      | ..                                               | .. | .. | 1  | .. | .. | .. | 6                    | 19             |
| b24      | ..                                               | .. | .. | 1  | 2  | .. | .. | 10                   | 6              |
| b25      | ..                                               | 2  | 1  | 3  | .. | 1  | .. | 9                    | 15             |
| b26      | ..                                               | .. | .. | .. | 1  | .. | .. | 4                    | ..             |
| b27      | ..                                               | .. | .. | .. | 1  | .. | .. | 8                    | 6              |
| b28      | ..                                               | .. | .. | 2  | .. | .. | .. | 13                   | 12             |
| b29      | 2                                                | 2  | .. | .. | .. | .. | .. | 4                    | 3              |
| b30      | ..                                               | .. | .. | 5  | .. | .. | .. | 2                    | 11             |
| b31      | ..                                               | .. | .. | 1  | .. | .. | .. | 8                    | 4              |
| b32      | 2                                                | 3  | 1  | 4  | .. | .. | .. | 5                    | 8              |
| b33      | ..                                               | .. | .. | 1  | .. | .. | .. | 24                   | 8              |
| b34      | ..                                               | .. | .. | 1  | .. | .. | .. | 15                   | 8              |
| b35      | ..                                               | .. | .. | 2  | .. | .. | .. | 13                   | 3              |
| b36      | ..                                               | .. | 1  | 2  | 2  | .. | .. | 16                   | 5              |
| b37      | ..                                               | .. | .. | 1  | .. | .. | .. | 6.5                  | ..             |
| b38      | 1                                                | 1  | .. | 1  | .. | .. | .. | 25                   | 10             |
| b39      | 1                                                | .. | .. | .. | .. | .. | .. | 6                    | ..             |
| b40      | ..                                               | .. | .. | 2  | .. | .. | .. | 7.5                  | 3              |
| b41      | ..                                               | .. | .. | .. | 1  | .. | .. | 2                    | 5              |
| Total    | 27                                               | 22 | 10 | 46 | 13 | 2  | .. | 408                  | 233            |
| Average  |                                                  |    |    |    |    |    |    | 10                   | 5.7            |

\*Definition of A, truancy; B, suspension; C, impudence;  
D, sent to office; E, smoking; F, abuse of school property; G,  
criminal record.

TABLE 8

RECORD OF OFFENSES FOR WHICH THIRTY-TWO SENIOR GIRLS WERE  
DISCIPLINED BY THE DEAN OF GIRLS

| Students | Number of Times Disciplined<br>for Each Offense* |    |    |    |    |    |    | Attendance<br>Record |                |
|----------|--------------------------------------------------|----|----|----|----|----|----|----------------------|----------------|
|          | Code Letters for Offenses                        |    |    |    |    |    |    | Days<br>Absent       | Times<br>Tardy |
|          | A                                                | B  | C  | D  | E  | F  | G  |                      |                |
| g1       | 1                                                | .. | .. | 1  | .. | .. | .. | 22                   | 2              |
| g2       | 1                                                | 1  | .. | .. | .. | .. | .. | 20                   | 1              |
| g3       | ..                                               | .. | .. | 1  | 1  | .. | .. | 4                    | ..             |
| g4       | ..                                               | .. | .. | 2  | .. | .. | .. | 40.5                 | 4              |
| g5       | ..                                               | 1  | .. | .. | 1  | .. | .. | 2.5                  | 1              |
| g6       | ..                                               | 1  | .. | .. | 1  | .. | .. | 1.5                  | 7              |
| g7       | 1                                                | .. | .. | 1  | .. | .. | .. | 4.5                  | 3              |
| g8       | 2                                                | 1  | .. | 2  | 1  | .. | .. | 23                   | 15             |
| g9       | 1                                                | .. | .. | .. | .. | .. | .. | 4                    | ..             |
| g10      | ..                                               | .. | .. | 1  | .. | .. | .. | 2                    | 14             |
| g11      | 1                                                | .. | .. | 1  | .. | .. | .. | 8                    | 1              |
| g12      | ..                                               | .. | .. | 2  | .. | .. | .. | 27                   | 12             |
| g13      | 1                                                | .. | .. | 1  | .. | .. | .. | 1                    | ..             |
| g14      | ..                                               | .. | .. | 1  | .. | .. | .. | 14                   | ..             |
| g15      | ..                                               | .. | .. | 1  | 1  | .. | .. | 8                    | 4              |
| g16      | 1                                                | 1  | .. | .. | .. | .. | .. | 20.5                 | ..             |
| g17      | ..                                               | .. | .. | 2  | .. | .. | .. | 24                   | 11             |
| g18      | 1                                                | .. | .. | 1  | .. | .. | .. | 30                   | ..             |
| g19      | 1                                                | .. | .. | 1  | .. | .. | .. | 9                    | 4              |
| g20      | 1                                                | .. | .. | 1  | .. | .. | .. | 17.5                 | 9              |
| g21      | ..                                               | .. | .. | 3  | .. | .. | .. | 7                    | 1              |
| g22      | ..                                               | .. | .. | 1  | .. | .. | .. | 16.5                 | ..             |
| g23      | 2                                                | 1  | .. | 2  | .. | .. | .. | 28                   | 17             |
| g24      | ..                                               | .. | .. | 3  | .. | .. | .. | 45.5                 | 5              |
| g25      | 3                                                | .. | .. | 3  | .. | .. | .. | 9.5                  | 2              |
| g26      | 2                                                | 1  | .. | 2  | 1  | .. | .. | 28                   | ..             |
| g27      | 1                                                | 1  | .. | 1  | .. | .. | .. | 25                   | 2              |
| g28      | 2                                                | 1  | .. | 2  | .. | .. | .. | 22.5                 | 8              |
| g29      | 1                                                | .. | .. | 3  | .. | .. | .. | 9                    | 5              |
| g30      | 1                                                | .. | .. | 1  | .. | .. | .. | 18                   | ..             |
| g31      | ..                                               | 1  | .. | .. | 3  | .. | .. | 6                    | 3              |
| g32      | 2                                                | 2  | .. | .. | .. | .. | .. | 48                   | 4              |
| Total    | 26                                               | 12 | .. | 40 | 9  | .. | .. | 546                  | 135            |
| Average  |                                                  |    |    |    |    |    |    | 17.0                 | 4.2            |

\*Definition of A, truancy; B, suspension; C, impudence; D, sent to office; E, smoking; F, abuse of school property; G, criminal record.

The most frequent single offense on the part of both boys and girls was truancy, numbering twenty-seven and twenty-six cases, respectively. Seventeen boys and nineteen girls were truant at some time during their senior year. Three cases were recorded for one boy and three for one girl.

Eleven boys were reprimanded for smoking--two boys were charged with this offense twice. Seven girls were the object of discipline for smoking, one girl on three different occasions. Nine boys were disciplined for actions classified under the heading of impudence--one twice for this offense. A notation on the card of one boy stated that this attitude was characteristic of him. No girls were disciplined for such an offense. Only two cases of abuse of school property were recorded. Boys were the offenders in both cases.

It was thought necessary to suspend thirteen boys a total of twenty-two times. Seventeen of these suspensions were for truancy, four for smoking, and one for habitual tardiness. Eleven girls were suspended, one on two different occasions. Eight of the suspensions were the result of truancy, three for smoking, and one for excessive tardiness. In both cases where a student was suspended for excessive tardiness the tardiness ceased.

Teachers ratings for this group are somewhat lower than those for the class as a whole. Tables 9 and 10 show at what division on the scale for each quality each teacher rated the various boys and girls who had poor disciplinary records. The percentage of ratings at the lowest level of promptness for boys with a poor disciplinary record was twice as great as for all boys in the class. The ratio is the same or even more unfavorable for orderliness, effectiveness of work habits, intellectual curiosity, co-operation, and emotional stability. The percentage of boys with poor disciplinary records who appear in the lower two divisions in ratings for leadership is forty-five as compared with 39 for boys in the class as a whole.

A comparison of similar figures for girls with a poor disciplinary record and for girls in the entire class also shows a much greater percentage of poor ratings for the first group. This ranges from 8 per cent more in the two lower divisions--64 per cent compared with 56 per cent--in the area of leadership to nearly four times as many--27 per cent compared with 7 per cent--in co-operation. In other areas--promptness, orderliness,

TABLE 9

## RATINGS BY TEACHERS OF SENIOR BOYS WITH A POOR DISCIPLINARY RECORD

| Qualities and Divisions of Each* | Number of Ratings at |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
|----------------------------------|----------------------|----|---|---|---|---|---|---|---|----|---|---|----|---|---|----|----|---|---|
|                                  | Code Number          |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
|                                  | 1                    | 2  | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 1 | 2 | 3  | 4 | 5 | 6  | 7  | 8 | 9 |
| Promptness                       |                      |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
| 1.....                           | .                    | .  | . | 4 | . | . | . | . | . | .  | . | . | .  | . | . | .  | 1  | . | . |
| 2.....                           | .                    | 1  | . | . | 2 | . | 1 | . | . | .  | . | 2 | .  | . | . | 1  | 1  | . | . |
| 3.....                           | 1                    | 1  | 2 | 1 | 2 | . | 2 | 2 | 1 | 2  | . | 1 | 3  | . | 3 | 2  | 1  | 1 | 2 |
| 4.....                           | 2                    | 1  | . | . | . | 4 | 2 | 2 | 4 | 1  | 2 | 2 | 1  | 3 | . | 2  | 2  | 1 | . |
| 5.....                           | .                    | .  | . | . | . | . | . | . | . | .  | . | . | .  | . | . | .  | 1  | . | . |
| Orderliness of Work Habits       |                      |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
| 1.....                           | .                    | .  | . | 4 | 1 | . | . | . | . | .  | 1 | . | .  | . | . | .  | .  | 2 | . |
| 2.....                           | .                    | 2  | 1 | . | 3 | . | 2 | . | 2 | 1  | 3 | . | 2  | 1 | 1 | 1  | .  | . | . |
| 3.....                           | 3                    | 1  | . | 1 | . | 2 | 2 | 3 | . | 2  | . | . | 2  | 1 | 1 | 1  | 2  | 1 | 1 |
| 4.....                           | .                    | .  | 1 | . | . | 2 | 1 | 1 | 3 | .  | . | 1 | .  | 1 | . | 1  | .  | . | 1 |
| 5.....                           | .                    | .  | . | . | . | . | . | . | . | .  | . | . | .  | . | . | 2  | 2  | . | . |
| Effectiveness of Work Habits     |                      |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
| 1.....                           | .                    | .  | . | 4 | . | . | . | . | . | .  | 3 | . | .  | . | . | .  | 1  | . | . |
| 2.....                           | 1                    | .  | . | 1 | 3 | . | 1 | 1 | 2 | .  | 2 | . | 1  | 1 | . | 2  | 1  | 1 | 2 |
| 3.....                           | 1                    | 2  | 1 | . | 1 | 3 | 1 | . | . | 1  | 2 | . | 3  | 1 | . | .  | 1  | . | . |
| 4.....                           | .                    | 1  | 1 | . | . | 3 | 1 | 1 | 2 | 1  | . | . | .  | . | 2 | 3  | 2  | 1 | . |
| 5.....                           | 1                    | .  | . | . | . | . | 1 | 1 | 1 | 1  | . | . | .  | 1 | 1 | .  | .  | . | . |
| Leadership                       |                      |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
| 1.....                           | .                    | .  | . | . | . | . | . | . | . | .  | . | . | .  | . | . | .  | .  | . | . |
| 2.....                           | .                    | .  | 1 | 2 | 4 | . | . | 1 | . | .  | 2 | . | .  | . | . | .  | 1  | 2 | 2 |
| 3.....                           | .                    | 3  | 1 | 3 | . | 2 | . | 2 | . | 2  | 3 | 2 | 2  | 2 | . | .  | 1  | 1 | . |
| 4.....                           | 2                    | .  | . | . | . | 2 | 5 | 1 | 3 | .  | 2 | . | 2  | . | 1 | 5  | 1  | . | . |
| 5.....                           | 1                    | .  | . | . | . | . | . | 2 | 1 | .  | . | . | .  | 1 | . | .  | 1  | . | . |
| Co-operation                     |                      |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
| 1.....                           | .                    | .  | . | 2 | . | . | . | . | 1 | .  | . | . | .  | . | . | .  | .  | . | . |
| 2.....                           | 1                    | .  | 1 | 3 | 4 | 2 | . | 3 | 2 | 1  | . | 2 | .  | 1 | . | 1  | 1  | 3 | 1 |
| 3.....                           | .                    | .  | . | . | . | 1 | 3 | 1 | . | 1  | 2 | 1 | 1  | 2 | 3 | 3  | 3  | . | 1 |
| 4.....                           | .                    | 3  | 1 | . | . | 1 | 2 | . | 2 | .  | 2 | . | 3  | . | . | 1  | .  | . | . |
| 5.....                           | 2                    | .  | . | . | . | . | . | 1 | . | .  | . | . | .  | . | . | .  | .  | . | . |
| Mental Curiosity                 |                      |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
| 1.....                           | .                    | .  | . | 4 | . | . | . | . | . | .  | 1 | . | .  | . | . | .  | .  | . | . |
| 2.....                           | .                    | 1  | . | 2 | 1 | 2 | 1 | 2 | . | .  | 2 | . | 1  | . | . | .  | 1  | 2 | 2 |
| 3.....                           | 2                    | .  | 1 | 1 | 2 | . | . | 3 | . | 3  | 2 | 1 | 1  | 1 | 2 | 1  | 2  | 1 | . |
| 4.....                           | .                    | .  | . | . | . | 2 | . | . | . | .  | . | . | 3  | . | . | 2  | .  | . | . |
| 5.....                           | 1                    | 2  | . | . | . | 3 | 1 | . | 3 | .  | 1 | . | 1  | 1 | 2 | 1  | .  | . | . |
| Emotional Control                |                      |    |   |   |   |   |   |   |   |    |   |   |    |   |   |    |    |   |   |
| 1.....                           | .                    | .  | . | . | 1 | . | . | . | . | .  | . | . | .  | . | . | .  | .  | . | . |
| 2.....                           | 1                    | .  | . | 5 | 3 | . | 1 | 2 | 2 | 3  | 1 | 2 | .  | . | . | 2  | 2  | 2 | 1 |
| 3.....                           | .                    | 1  | . | . | . | 3 | 3 | 2 | 2 | .  | 1 | 3 | .  | 1 | 1 | 1  | 1  | . | 1 |
| 4.....                           | .                    | 2a | b | . | . | . | a | . | . | .  | . | . | b  | a | b | 2b | 2a | b | . |
| 5.....                           | 2a                   | .  | b | . | . | . | a | . | . | .  | . | . | 2b | a | . | .  | .  | . | . |

\*For full definition of each quality and divisions under each see rating scale, Appendix.



TABLE 9--Continued

Each Division for Each Boy

for Boys

| 20 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8  | 9 | 30 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9  | 40 | 41 | Total | Percentage |
|----|---|---|---|---|---|---|---|----|---|----|---|---|---|---|---|---|---|---|----|----|----|-------|------------|
| .  | . | . | . | . | 1 | . | . | .  | . | .  | . | . | . | 2 | . | . | 1 | . | .  | .  | 1  | 7     | 5.0        |
| .  | 1 | 5 | 1 | 2 | 3 | 1 | 2 | .  | . | 1  | 1 | 2 | 1 | 1 | 1 | 1 | . | 3 | .  | 1  | 28 | 20.0  |            |
| 3  | 3 | . | 4 | 1 | . | . | 1 | 4  | . | 1  | 2 | 2 | 1 | 1 | 1 | 1 | . | 3 | .  | 3  | 1  | 40    | 28.6       |
| .  | . | . | . | . | . | . | . | 1  | . | 2  | . | . | . | . | . | 2 | . | . | .  | .  | .  | 59    | 42.1       |
| .  | . | . | . | . | . | . | . | .  | . | .  | . | . | . | . | . | . | . | . | .  | .  | .  | 6     | 4.3        |
| .  | . | . | . | . | 1 | 2 | 1 | .  | . | .  | 1 | . | . | . | . | . | 2 | 2 | 3  | 1  | 2  | 16    | 11.4       |
| 1  | 1 | 4 | 1 | 1 | 2 | 1 | 1 | 1  | . | 2  | 2 | 1 | 1 | . | . | 2 | 2 | 1 | .  | 1  | 1  | 49    | 35.0       |
| 2  | 1 | 1 | 1 | 2 | . | 1 | 1 | 2  | . | 2  | 2 | 1 | 1 | . | . | . | . | 1 | .  | 1  | 1  | 43    | 30.7       |
| .  | 2 | . | 4 | . | . | . | . | 2  | . | 2  | . | 1 | 1 | 1 | 1 | 2 | . | . | .  | 1  | .  | 28    | 20.0       |
| .  | . | . | . | . | . | . | . | .  | . | .  | . | . | . | . | . | . | . | . | .  | .  | .  | 4     | 2.9        |
| .  | . | . | . | . | . | 2 | 1 | .  | . | .  | . | . | . | 3 | . | . | . | . | .  | .  | 2  | 13    | 9.4        |
| 1  | 2 | 4 | 2 | 2 | 3 | 1 | 1 | 2  | . | 1  | 2 | 2 | 1 | 1 | . | 1 | 2 | 1 | 1  | 1  | 1  | 37    | 26.4       |
| 2  | . | . | 3 | 1 | . | . | . | 1  | . | 2  | . | . | 1 | . | . | 1 | . | . | 1  | 1  | .  | 42    | 30.0       |
| .  | 2 | . | . | . | . | . | . | 2  | . | 1  | 1 | . | . | . | . | . | 2 | 2 | 1  | .  | .  | 31    | 22.1       |
| .  | . | . | . | . | . | . | . | .  | . | .  | . | . | . | . | . | . | . | . | .  | .  | .  | 17    | 12.1       |
| .  | . | . | . | . | 1 | 2 | . | .  | . | .  | . | 2 | . | 1 | . | . | 1 | . | .  | .  | .  | 1     | .7         |
| .  | . | 1 | . | 1 | 1 | 2 | . | .  | . | .  | 2 | . | 1 | . | 1 | . | . | 1 | .  | .  | 1  | 24    | 17.1       |
| 1  | 2 | 2 | 2 | 1 | 1 | . | 3 | 1  | . | 4  | 2 | 1 | 1 | 1 | 1 | 1 | 2 | . | 2  | 2  | 52 | 37.1  |            |
| 2  | 2 | 3 | 4 | 2 | 1 | . | . | 2  | . | .  | 1 | 1 | 1 | 1 | 2 | 2 | . | 1 | 2  | 1  | 51 | 36.4  |            |
| .  | . | . | . | . | . | . | . | 2  | . | .  | . | 1 | 1 | 1 | . | . | 1 | 1 | .  | .  | .  | 12    | 8.7        |
| .  | . | . | . | 1 | 1 | . | . | .  | . | .  | . | . | . | . | . | 1 | . | . | .  | .  | .  | 6     | 4.3        |
| .  | 2 | 3 | 2 | 1 | 2 | 2 | 3 | .  | . | .  | 1 | 1 | 1 | 2 | . | 1 | 1 | 1 | .  | 2  | 3  | 54    | 38.6       |
| 1  | . | 1 | 3 | 1 | . | . | . | 2  | . | 1  | 1 | 2 | 1 | . | . | 1 | 1 | 1 | 2  | 1  | 1  | 42    | 30.0       |
| .  | 1 | 1 | 1 | . | . | . | . | 2  | . | 3  | 1 | . | 1 | 1 | 1 | 1 | 1 | 1 | .  | .  | .  | 27    | 19.3       |
| 2  | 1 | . | . | . | . | . | . | 1  | . | .  | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | .  | .  | .  | 11    | 7.8        |
| .  | . | . | . | . | . | . | . | .  | . | .  | . | . | . | . | . | . | . | . | .  | 1  | 2  | 8     | 5.7        |
| .  | 2 | 5 | 1 | 1 | 3 | 1 | 2 | 1  | . | .  | 2 | 3 | . | 4 | . | . | 2 | . | 3  | .  | 2  | 50    | 35.7       |
| 2  | 2 | . | 2 | 2 | . | 1 | 1 | 4  | . | 1  | 1 | 1 | 1 | . | . | 2 | 1 | 2 | .  | 2  | .  | 48    | 34.3       |
| 1  | . | . | 2 | . | . | . | . | .  | . | .  | . | . | 1 | . | . | 1 | . | . | .  | .  | .  | 12    | 8.6        |
| .  | . | . | . | . | . | . | . | .  | . | 3  | . | . | . | . | . | . | 1 | 1 | .  | 1  | .  | 22    | 15.7       |
| .  | . | . | . | . | . | . | . | .  | . | .  | . | . | . | . | . | . | 1 | . | .  | 1  | .  | 3     | 2.1        |
| .  | 3 | 4 | 1 | 3 | 3 | 1 | 3 | 2  | . | .  | 2 | 2 | . | 2 | . | 1 | 2 | . | 1  | .  | 2  | 58    | 41.4       |
| .  | 1 | 1 | 1 | . | 1 | . | . | 2  | . | .  | 1 | 1 | . | . | . | . | . | 3 | 1  | .  | 2  | 34    | 24.3       |
| 3b | . | . | 3 | . | . | . | . | ab | . | b  | b | a | b | b | b | b | . | b | 3a | .  | 30 | 21.4  |            |
| .  | . | . | . | . | . | . | . | .  | . | 3b | b | b | b | b | b | a | a | . | .  | .  | 15 | 10.8  |            |

TABLE 10

## RATINGS BY TEACHERS OF SENIOR GIRLS WITH A POOR DISCIPLINARY RECORD

| Qualities and Divisions<br>of Each* | Number of Ratings at |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
|-------------------------------------|----------------------|---|---|---|----|----|---|----|---|----|---|----|---|---|---|---|
|                                     | Code Number          |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
|                                     | 1                    | 2 | 3 | 4 | 5  | 6  | 7 | 8  | 9 | 10 | 1 | 2  | 3 | 4 | 5 | 6 |
| Promptness                          |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| 1.....                              | .                    | . | 3 | . | .  | .  | 2 | .  | 1 | .  | 1 | .  | . | . | 1 | . |
| 2.....                              | 1                    | 2 | . | 1 | 1  | .  | 2 | .  | 1 | 1  | . | .  | 2 | 1 | 1 | 2 |
| 3.....                              | 2                    | . | . | . | 1  | 1  | 1 | 2  | . | 2  | . | 3  | . | 1 | 1 | 1 |
| 4.....                              | .                    | 1 | . | 2 | 2  | 1  | . | 2  | . | 1  | . | 1  | 1 | . | . | . |
| 5.....                              | .                    | . | . | 2 | .  | 2  | . | 1  | . | 1  | . | .  | 1 | . | 1 | . |
| Orderliness of Work                 |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| Habits                              |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| 1.....                              | .                    | 1 | 3 | . | .  | .  | 3 | .  | 2 | .  | 2 | 1  | 1 | . | 2 | . |
| 2.....                              | 1                    | . | . | 3 | 3  | 1  | 1 | 2  | . | 2  | . | 1  | 1 | . | 1 | 2 |
| 3.....                              | 2                    | 1 | . | 2 | .  | .  | 1 | 2  | . | 2  | . | .  | 2 | 1 | 1 | 1 |
| 4.....                              | .                    | 1 | . | . | 1  | 2  | . | 1  | . | 1  | . | 2  | . | 1 | . | . |
| 5.....                              | .                    | . | . | . | .  | 1  | . | .  | . | .  | . | .  | . | . | . | . |
| Effectiveness of Work               |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| Habits                              |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| 1.....                              | .                    | . | 3 | . | .  | .  | 1 | .  | 2 | .  | 2 | 1  | . | . | . | . |
| 2.....                              | 1                    | 1 | . | 2 | .  | .  | 3 | 1  | . | 2  | . | .  | 2 | . | 2 | 1 |
| 3.....                              | 2                    | 1 | . | 2 | 3  | 1  | 1 | 2  | . | 1  | . | 1  | 1 | . | 1 | . |
| 4.....                              | .                    | 1 | . | . | 1  | 1  | . | 1  | . | 2  | . | 1  | . | 2 | . | 2 |
| 5.....                              | .                    | . | . | 1 | .  | 2  | . | 1  | . | .  | . | 1  | 1 | . | 1 | . |
| Leadership                          |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| 1.....                              | .                    | . | 1 | . | .  | .  | . | .  | . | .  | . | .  | . | . | . | . |
| 2.....                              | .                    | . | . | 1 | .  | .  | . | .  | 1 | 1  | . | 1  | . | . | . | . |
| 3.....                              | 1                    | . | 1 | 3 | .  | 1  | . | 2  | 1 | 2  | . | 1  | 2 | . | . | . |
| 4.....                              | 2                    | 3 | 1 | 1 | 3  | 1  | 5 | 2  | . | 1  | 2 | 2  | 2 | 2 | 4 | 3 |
| 5.....                              | .                    | . | . | . | 1  | 2  | . | 1  | . | 1  | . | .  | . | . | . | . |
| Co-operation                        |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| 1.....                              | .                    | . | 1 | . | .  | .  | 1 | .  | 2 | 2  | 1 | .  | . | . | . | . |
| 2.....                              | 3                    | 2 | 2 | 4 | 3  | 2  | 4 | 2  | . | 1  | 1 | 3  | 4 | . | . | . |
| 3.....                              | .                    | . | . | 1 | 1  | 2  | . | 3  | . | 1  | . | .  | . | . | 2 | 3 |
| 4.....                              | .                    | 1 | . | . | .  | .  | . | .  | . | .  | . | 1  | . | 2 | 2 | . |
| 5.....                              | .                    | . | . | . | .  | .  | . | .  | . | 1  | . | .  | . | . | . | . |
| Mental Curiosity                    |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| 1.....                              | .                    | . | 3 | . | .  | .  | . | .  | . | .  | . | 1  | . | . | . | . |
| 2.....                              | .                    | 1 | . | 1 | 1  | 1  | . | 2  | 1 | 3  | 2 | .  | 1 | . | 1 | . |
| 3.....                              | 2                    | . | . | 3 | 2  | 1  | 4 | .  | 1 | 1  | . | 1  | 1 | . | 2 | 1 |
| 4.....                              | .                    | 1 | . | . | 1  | .  | 1 | 2  | . | 1  | . | .  | 1 | 1 | . | 1 |
| 5.....                              | 1                    | 1 | . | 1 | .  | 2  | . | 1  | . | .  | . | 2  | 1 | 1 | 1 | 1 |
| Emotional Control                   |                      |   |   |   |    |    |   |    |   |    |   |    |   |   |   |   |
| 1.....                              | .                    | . | 1 | 1 | .  | .  | 1 | .  | 1 | .  | 1 | .  | . | . | . | . |
| 2.....                              | 3                    | 1 | 2 | 2 | 1  | .  | 4 | 1  | 1 | 1  | . | 1  | 4 | . | 1 | . |
| 3.....                              | .                    | 1 | . | 2 | .  | 1  | . | 1  | . | 1  | 1 | 1  | . | . | 1 | 1 |
| 4.....                              | .                    | a | . | . | 2b | .  | . | 2b | . | 2b | . | 2a | . | a | a | a |
| 5.....                              | .                    | . | . | . | b  | 3b | . | b  | . | a  | . | .  | . | a | a | a |

\*For full definition of each quality and divisions under each see rating scale, Appendix.

TABLE 10--Continued

Each Division for Each Girl

for Girls

| 7  | 8  | 9 | 20 | 1 | 2  | 3 | 4 | 5 | 6  | 7  | 8  | 9 | 30 | 31 | 32 | Total | Percentage |
|----|----|---|----|---|----|---|---|---|----|----|----|---|----|----|----|-------|------------|
| .  | .  | . | 1  | . | .  | . | . | 1 | .  | .  | .  | . | .  | .  | .  | 11    | 9.4        |
| 1  | 2  | 1 | .  | 1 | 1  | . | . | 2 | 1  | .  | 3  | 1 | .  | 1  | .  | 28    | 24.0       |
| 3  | .  | 1 | 2  | 1 | .  | . | 3 | 1 | .  | 3  | .  | . | .  | 1  | 1  | 27    | 28.2       |
| .  | 1  | 1 | .  | . | 1  | 4 | . | . | .  | 1  | .  | . | 1  | .  | 1  | 18    | 23.0       |
| .  | .  | . | .  | . | .  | . | . | . | .  | .  | .  | . | .  | .  | .  | .     | 15.4       |
| 1  | .  | . | .  | 1 | 1  | . | . | 2 | 1  | .  | 1  | . | .  | 2  | .  | 24    | 20.4       |
| 2  | 2  | . | .  | 1 | 1  | . | 1 | 2 | 1  | 1  | 3  | 1 | 1  | 2  | .  | 36    | 30.8       |
| 2  | 2  | 1 | 2  | 2 | 1  | 1 | 2 | . | .  | 1  | .  | 3 | 2  | .  | 1  | 33    | 28.2       |
| 1  | .  | 1 | 1  | . | .  | 1 | . | . | .  | 1  | .  | . | .  | 1  | .  | 15    | 12.8       |
| .  | 1  | 1 | .  | . | 1  | 2 | . | . | .  | 2  | .  | . | .  | .  | 1  | 9     | 7.8        |
| .  | .  | . | 1  | . | .  | . | . | . | 1  | .  | 1  | 1 | .  | .  | .  | 13    | 11.1       |
| 3  | 1  | . | .  | 1 | 1  | 1 | 2 | 4 | .  | .  | 2  | . | .  | 2  | .  | 32    | 27.4       |
| 1  | 2  | . | 1  | 2 | 1  | . | . | . | .  | .  | 3  | 1 | 2  | 2  | .  | 31    | 26.5       |
| .  | 1  | 1 | 1  | . | .  | 1 | . | 1 | 2  | .  | .  | . | .  | 1  | .  | 19    | 16.2       |
| .  | 1  | 2 | .  | 1 | 2  | 2 | 1 | . | .  | 3  | .  | . | 1  | .  | 2  | 22    | 18.8       |
| .  | .  | . | .  | . | .  | . | . | . | 1  | .  | 2  | . | .  | 1  | .  | 5     | 4.2        |
| 1  | .  | . | 1  | . | 1  | . | . | 3 | .  | .  | 1  | . | .  | 2  | 1  | 14    | 12.0       |
| 2  | 3  | . | 1  | . | .  | 1 | 1 | . | .  | .  | 1  | . | .  | 1  | .  | 24    | 20.4       |
| 1  | 2  | 3 | 2  | 2 | 2  | 2 | 2 | 1 | 5  | 4  | .  | 2 | 1  | 1  | 1  | 64    | 54.9       |
| .  | .  | . | .  | 1 | 1  | 2 | . | . | .  | .  | .  | . | 1  | .  | .  | 10    | 8.5        |
| .  | .  | . | 1  | . | 1  | . | . | . | .  | .  | 1  | . | .  | .  | .  | 10    | 8.5        |
| 2  | 1  | . | .  | 3 | .  | 1 | 3 | 2 | 1  | .  | 3  | 2 | 4  | 1  | 1  | 54    | 46.2       |
| 1  | .  | . | 1  | . | .  | 1 | 1 | . | .  | .  | 3  | 1 | 1  | .  | .  | 22    | 18.8       |
| .  | 4  | 3 | 1  | 1 | 3  | . | . | 1 | 1  | 5  | 1  | . | .  | .  | 1  | 27    | 23.0       |
| 1  | .  | . | .  | . | .  | 2 | . | . | .  | .  | .  | . | .  | .  | .  | 4     | 3.5        |
| .  | .  | . | .  | . | 1  | . | . | . | .  | .  | 2  | . | .  | .  | .  | 7     | 6.0        |
| 4  | 2  | . | 1  | . | 1  | . | 1 | 2 | .  | .  | 1  | 1 | 1  | 1  | .  | 30    | 25.6       |
| .  | 2  | . | 1  | 2 | .  | 2 | 2 | 1 | 1  | 2  | 1  | 2 | 3  | 1  | 1  | 39    | 33.3       |
| .  | .  | 1 | .  | 1 | .  | 1 | . | . | 1  | 1  | .  | . | .  | 1  | 1  | 16    | 13.7       |
| .  | 1  | 2 | 1  | 1 | 2  | 3 | . | 1 | 3  | .  | .  | . | .  | .  | .  | 25    | 21.4       |
| .  | .  | . | .  | . | .  | 1 | . | 1 | .  | .  | .  | . | .  | .  | .  | 7     | 6.0        |
| .  | 1  | . | 2  | 2 | 1  | . | 1 | . | .  | .  | 1  | . | 1  | 1  | .  | 33    | 28.2       |
| .  | 2  | . | 1  | 1 | .  | . | 3 | 1 | 1  | 1  | 1  | 4 | 1  | .  | .  | 25    | 21.4       |
| 2b | 4b | a | .  | a | 2a | . | . | . | .  | 2a | ab | . | a  | 2b | 2b | 31    | 26.5       |
| 2b | .  | . | .  | . | 3a | . | b | b | 2a | .  | .  | . | .  | 2b | .  | 21    | 17.9       |

effectiveness of work habits, intellectual curiosity, and emotional stability--the percentage of ratings in the lower two divisions is two to three times as great for the girls with unfavorable disciplinary records as for all the girls in the class.

Attention to a few specific comparisons shows that teachers' ratings generally support the disciplinary record. For instance student b23 with a record of nineteen cases of tardiness is rated as being usually prompt by one teacher and prompt under pressure by four others. Student b30 whose disciplinary record bore the statement that impudence was "characteristic" received no rating in the upper two divisions on any quality. He was placed in the lowest division a total of nine times and in the next to the lowest an additional nine times in a total of twenty-eight ratings. One teacher rated him as "overly emotional," and three as "too easily moved to excessive emotional states."

Student g23, who was tardy seventeen times was rated as "never prompt" by all four teachers. This same girl was rated low in all other qualities and considered as "unresponsive apathetic" by three teachers. The fourth rated her as having "unusual balance of responsiveness and control."

Student b4 was rated as superior in most qualities by four or five teachers. All five rated him as "well balanced" emotionally. The one offense noted on his disciplinary record was an act of impudence.

Student g2 whose disciplinary record consists of one case of truancy bears the notation, "she has had good home training but is easily influenced." All three of her teachers rate her as "letting others take the lead." This classification is next above the one defined as "easily influenced by others" on the rating scale.

Scholastically, as shown by Tables 11 and 13, the standing of boys with a poor disciplinary record is better than that of boys in the class as a whole. Fifty-three per cent average in the upper half of the class on the scores of the ten tests given the seniors. They did best on the arithmetic and home community tests. In each of these, 63 per cent were in the upper half of the class. They made the poorest showing in the English mechanics test. Only 32 per cent were in the upper half of the class on this test, and 27 per cent were as low as the bottom tenth. In only one other test, the Iowa Silent Reading Test, did



TABLE 11

SUMMARY OF SCORES MADE ON TEN TESTS BY BOYS  
WITH POOR DISCIPLINARY RECORD

| Student          | Decile at Which Scores Came on Each Test |     |     |     |     |     |     |     |     |     |
|------------------|------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|                  | Code Letters for Tests <sup>a</sup>      |     |     |     |     |     |     |     |     |     |
|                  | A                                        | B   | C   | D   | E   | F   | G   | H   | I   | J   |
| b1               | 10                                       | 6   | 8   | 6   | 10  | 10  | 5   | 6   | 8   | 4   |
| b2               | 2                                        | 2   | 2   | 5   | 6   | 7   | 4   | 5   | 8   | 5   |
| b3               | 1                                        | 1   | 1   | 2   | 4   | 2   | 3   | 2   | 2   | 1   |
| b4               | 10                                       | 9   | 7   | 7   | 10  | 10  | 10  | 8   | 9   | 7   |
| b5               | 1                                        | 4   | 5   | 4   | 6   | 3   | 7   | 10  | 7   | 3   |
| b6               | 2                                        | 2   | 1   | 2   | 3   | 3   | 1   | 5   | 7   | 2   |
| b7               | 9                                        | 6   | 4   | 9   | 10  | 7   | 10  | 7   | 8   | 8   |
| b8 <sup>b</sup>  | ..                                       | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  |
| b9               | 2                                        | 5   | 2   | 6   | 6   | 6   | 8   | 5   | 4   | 8   |
| b10              | 10                                       | 10  | 5   | 8   | 6   | 7   | 8   | 3   | 9   | 9   |
| b11              | 1                                        | 2   | 1   | 1   | 3   | 1   | 1   | 2   | 5   | 2   |
| b12              | 10                                       | 10  | 10  | 10  | 10  | 10  | 10  | 10  | 10  | 10  |
| b13              | 6                                        | 5   | 3   | 4   | 3   | 4   | 4   | 10  | 5   | 4   |
| b14              | 7                                        | 6   | 4   | 5   | 3   | 3   | 8   | 6   | 6   | 4   |
| b15              | 2                                        | 4   | 3   | 2   | 3   | 2   | 6   | 6   | 7   | 2   |
| b16              | 3                                        | 3   | 2   | 2   | 2   | 3   | 5   | 3   | 1   | 1   |
| b17              | 1                                        | 2   | 1   | 2   | 7   | 9   | 5   | 8   | 4   | 3   |
| b18              | 6                                        | 9   | 9   | 7   | 6   | 5   | 7   | 7   | 4   | 3   |
| b19              | 3                                        | 5   | 6   | 6   | 10  | 10  | 9   | 10  | 5   | 9   |
| b20              | 4                                        | 5   | 7   | 5   | 6   | 7   | 9   | 6   | 8   | 5   |
| b21              | 3                                        | 4   | 2   | 5   | 9   | 8   | 10  | 9   | 5   | 10  |
| b22              | 5                                        | 4   | 2   | 3   | 3   | 8   | 6   | 2   | 6   | 2   |
| b23              | 6                                        | 8   | 8   | 6   | 9   | 7   | 10  | 9   | 9   | 10  |
| b24              | 6                                        | 7   | 4   | 3   | 5   | 2   | 6   | 2   | 7   | 2   |
| b25              | 10                                       | 9   | 10  | 10  | 10  | 10  | 10  | 9   | 8   | 8   |
| b26              | 10                                       | 9   | 8   | 9   | 10  | 10  | 10  | 10  | 10  | 10  |
| b27              | 9                                        | 7   | 6   | 8   | 8   | 6   | 7   | 5   | 10  | 9   |
| b28              | 7                                        | 7   | 1   | 6   | 8   | 9   | 5   | 6   | 10  | 7   |
| b29 <sup>b</sup> | ..                                       | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  |
| b30              | 10                                       | 8   | 4   | 7   | 8   | 7   | 10  | 10  | 6   | 8   |
| b31              | 1                                        | 4   | 1   | 2   | 4   | 5   | 3   | 5   | 6   | 5   |
| b32              | 10                                       | 10  | 8   | 8   | 10  | 9   | 9   | 6   | 7   | 7   |
| b33              | 4                                        | 7   | 1   | 1   | 3   | 3   | 4   | 5   | 4   | 9   |
| b34              | 4                                        | 2   | 1   | 6   | 4   | 5   | 5   | 10  | 3   | 3   |
| b35 <sup>b</sup> | ..                                       | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  |
| b36              | 2                                        | 1   | 2   | 1   | 3   | 1   | 2   | 8   | 3   | 4   |
| b37              | 4                                        | 6   | 1   | 7   | 8   | 8   | 3   | 9   | 6   | 5   |
| b38              | 4                                        | 7   | 3   | 5   | 4   | 5   | 6   | 7   | 10  | 2   |
| b39              | 1                                        | 3   | 1   | 3   | 2   | 1   | 1   | 1   | 3   | 2   |
| b40              | 7                                        | 8   | 3   | 6   | 8   | 9   | 10  | 5   | 4   | 9   |
| b41              | 10                                       | 8   | 6   | 7   | 10  | 10  | 9   | 9   | 10  | 7   |
| Average          | 5.3                                      | 5.9 | 4.0 | 5.1 | 6.1 | 6.0 | 6.3 | 6.3 | 6.2 | 5.5 |

<sup>a</sup>A, Iowa Silent Reading; B, Otis Intelligence; C, English Mechanics; D, Ohio College Aptitude; E, American History; F, Civics; G, Contemporary Affairs; H, Home Community; I, Arithmetic; J, Oral Comprehension.

<sup>b</sup>No record for this student.

more than 10 per cent rank in the bottom tenth. On this test, 16 per cent were in that division.

Several of the boys with a poor disciplinary record were superior students--one ranking in the top 10 per cent of the class on all ten tests; another on seven, with no ranking below the highest 20 per cent; and a third boy ranking in the top 10 per cent on six tests with no ranking below the highest 20 per cent. This group was in the top 10 per cent of their class on fifty-eight scores of a possible three hundred and eighty. This is approximately 50 per cent more than the thirty-eight such scores one should normally expect. The presence of a few superior students does not wholly account for the excellent showing on the tests made by this group. Only twenty-nine scores were as low as the lowest 10 per cent--some three-fourths of the number which would be normal for that group.

The test scores for the girls with a poor disciplinary record are far below those for the class as a whole, as indicated by Tables 12 and 13. On four tests--those on reading, American history, civics, and contemporary affairs--none of these girls was in the highest 10 per cent of the class. In only one test were as many as 50 per cent of the girls in the upper half of the class--the scores on the home community test, wherein 52 per cent were in the upper half of the class. Only on the Mechanics of Expression test and the Iowa Reading Tests did fewer than 10 per cent score in the lowest tenth of the class. Only ten scores of a possible three hundred were in the highest 10 per cent of the class--a third of what one should normally expect. Forty-six scores were in the lowest 10 per cent of the class--50 per cent more than normal. Only 31 per cent of the scores on all tests were in the upper half of the class.

The difference between scores made on informational tests by boys and by girls is surprisingly large. All the students in both groups were those who had given evidence of poor citizenship. There would appear to be very fundamental differences between the type of boy who is a disciplinary problem and the type of girl who is such a problem. This difference may be a psychological difference in the students themselves, or it may be a difference in reaction to controls imposed by the schools. Regardless of the reason there is cause for the school's careful reconsideration of its methods of motivation and evaluation. Great care

TABLE 12

SUMMARY OF SCORES MADE ON TEN TESTS BY GIRLS  
WITH POOR DISCIPLINARY RECORD

| Student          | Decile at Which Scores Came on Each Test |     |     |     |     |     |     |     |     |     |
|------------------|------------------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|
|                  | Code Letters for Tests <sup>a</sup>      |     |     |     |     |     |     |     |     |     |
|                  | A                                        | B   | C   | D   | E   | F   | G   | H   | I   | J   |
| g1               | 2                                        | 2   | 2   | 1   | 1   | 2   | 2   | 1   | 2   | 1   |
| g2               | 1                                        | 1   | 2   | 2   | 8   | 9   | 5   | 6   | 7   | 2   |
| g3               | 9                                        | 10  | 10  | 10  | 8   | 9   | 8   | 8   | 10  | 10  |
| g4               | 4                                        | 5   | 2   | 8   | 2   | 5   | 3   | 4   | 1   | 2   |
| g5               | 8                                        | 6   | 9   | 8   | 2   | 5   | 7   | 8   | 5   | 4   |
| g6               | 3                                        | 5   | 6   | 6   | 1   | 4   | 3   | 9   | 3   | 4   |
| g7               | 2                                        | 2   | 4   | 2   | 1   | 1   | 1   | 4   | 3   | 3   |
| g8               | 6                                        | 7   | 9   | 8   | 4   | 6   | 8   | 10  | 1   | 4   |
| g9               | 4                                        | 3   | 7   | 1   | 4   | 6   | 5   | 7   | 2   | 3   |
| g10              | 5                                        | 3   | 7   | 9   | 8   | 4   | 7   | 4   | 5   | 7   |
| g11              | 5                                        | 7   | 7   | 6   | 7   | 6   | 9   | 7   | 5   | 7   |
| g12              | 3                                        | 5   | 4   | 3   | 5   | 4   | 1   | 3   | 1   | 2   |
| g13              | 5                                        | 3   | 6   | 4   | 4   | 1   | 5   | 5   | 1   | 3   |
| g14              | 1                                        | 1   | 1   | 1   | 2   | 3   | 1   | 1   | 4   | 2   |
| g15              | 7                                        | 7   | 7   | 9   | 5   | 2   | 3   | 8   | 2   | 6   |
| g16              | 5                                        | 3   | 5   | 5   | 3   | 3   | 4   | 3   | 1   | 4   |
| g17              | 8                                        | 9   | 6   | 8   | 7   | 8   | 8   | 6   | 3   | 4   |
| g18              | 2                                        | 4   | 3   | 3   | 3   | 3   | 1   | 9   | 2   | 2   |
| g19              | 4                                        | 2   | 2   | 2   | 1   | 2   | 2   | 1   | 1   | 1   |
| g20              | 3                                        | 5   | 3   | 1   | 1   | 3   | 4   | 6   | 1   | 1   |
| g21              | 4                                        | 3   | 4   | 1   | 4   | 3   | 3   | 2   | 6   | 2   |
| g22              | 2                                        | 5   | 6   | 10  | 9   | 9   | 9   | 7   | 3   | 10  |
| g23 <sub>b</sub> | 6                                        | 8   | 9   | 5   | 2   | 1   | 3   | 1   | 7   | 2   |
| g24 <sub>b</sub> | ..                                       | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  | ..  |
| g25              | 8                                        | 8   | 9   | 7   | 7   | 8   | 4   | 9   | 9   | 9   |
| g26              | 3                                        | 5   | 7   | 1   | 3   | 2   | 4   | 1   | 3   | 2   |
| g27              | 1                                        | 3   | 1   | 1   | 1   | 1   | 2   | 5   | 1   | 1   |
| g28              | 5                                        | 9   | 9   | 6   | 1   | 5   | 1   | 9   | 4   | 6   |
| g29              | 7                                        | 4   | 6   | 5   | 6   | 6   | 3   | 7   | 5   | 5   |
| g30              | 1                                        | 1   | 3   | 1   | 1   | 1   | 2   | 1   | 1   | 1   |
| g31              | 9                                        | 9   | 7   | 8   | 6   | 5   | 9   | 6   | 3   | 7   |
| g32              | 6                                        | 6   | 5   | 10  | 9   | 6   | 8   | 4   | 8   | 10  |
| Average          | 4.6                                      | 5.0 | 5.6 | 4.7 | 4.0 | 4.4 | 4.4 | 5.4 | 3.7 | 4.2 |

<sup>a</sup>A, Iowa Silent Reading; B, Otis Intelligence; C, English Mechanics; D, Ohio College Aptitude; E, American History; F, Civics; G, Contemporary Affairs; H, Home Community; I, Arithmetic; J, Oral Comprehension.

<sup>b</sup>No record for this student.

should be taken to guarantee that students of normal or better intelligence should not fail to find development in value to their community.

TABLE 13

PERCENTAGES OF STUDENTS WITH POOR DISCIPLINARY RECORD  
RANKING IN HIGHEST AND LOWEST TENTHS AND UPPER  
AND LOWER HALVES OF THE CLASS ON TEST SCORES

| Classification     | Percentages in Each Group |       |       |
|--------------------|---------------------------|-------|-------|
|                    | Boys                      | Girls | Total |
| Highest tenth..... | 15.3                      | 3.2   | 9.9   |
| Upper half.....    | 53.4                      | 36.1  | 45.7  |
| Lowest tenth.....  | 8.2                       | 17.7  | 12.5  |
| Lower half.....    | 46.6                      | 63.9  | 54.3  |

Table 14 shows clearly that the poor disciplinary record for these students is reflected in reports of observations made by the teachers. Forty-eight per cent of the boys and 22 per cent of the girls from the list having unfavorable disciplinary records were among those observed. Of those included, three-fourths of the boys and about one-third of the girls were listed as having been observed in acts of poor citizenship. This average of 60 per cent of both boys and girls is far greater than the 37 per cent average for the class as a whole.

TABLE 14

RESULTS OF OBSERVATIONS BY TEACHERS OF STUDENTS  
WITH POOR DISCIPLINARY RECORD

| Quality of Observation   | Percentage in Each Category |       |       |
|--------------------------|-----------------------------|-------|-------|
|                          | Boys                        | Girls | Total |
| Excellent.....           | 0.0                         | 0.0   | 0.0   |
| Good.....                | 15.8                        | 12.9  | 14.5  |
| Poor.....                | 31.6                        | 9.7   | 21.7  |
| No observation made..... | 52.6                        | 77.4  | 63.8  |

Whether or not seniors took part in the school election and community survey described later in the chapter was considered



evidence of their civic competence. The record of such participation for the seniors with a poor disciplinary record is shown in Table 15. The percentage of the group voting in the election was almost identical with that of the class--47.8 per cent as compared with 46.4 per cent. Whereas only 27 per cent of the class participated in the community survey 38 per cent of this group helped. Seventeen per cent took part in both the election and survey, as compared with 14 per cent for the rest of the class. Thirty-one per cent neither voted nor helped with the survey. This figure for the rest of the class was 34 per cent.

TABLE 15

PERCENTAGE OF STUDENTS WITH POOR DISCIPLINARY  
RECORD TAKING PART IN ELECTION AND SURVEY

| Activity      | Percentage of Students Participating |       |       |
|---------------|--------------------------------------|-------|-------|
|               | Boys                                 | Girls | Total |
| Election..... | 37.0                                 | 61.3  | 47.8  |
| Survey.....   | 58.0                                 | 25.8  | 37.7  |
| Both.....     | 21.0                                 | 12.0  | 17.0  |
| Neither.....  | 37.0                                 | 25.0  | 31.0  |

Tables 16 and 17 show that students with a poor disciplinary record participated in only about a third as many school activities as the average for the class. They took part in about one-fourth as many community activities and one-half as many church activities. About half of the group had no activity of

TABLE 16

AVERAGE NUMBER OF ACTIVITIES PER STUDENT FOR  
STUDENTS WITH POOR DISCIPLINARY RECORD

| Type of Activity          | Average Number of Activities per Pupil |       |       |
|---------------------------|----------------------------------------|-------|-------|
|                           | Boys                                   | Girls | Total |
| School activities.....    | .45                                    | .52   | .48   |
| Community activities..... | .26                                    | .42   | .32   |
| Church activities.....    | .39                                    | .42   | .41   |

TABLE 17

PERCENTAGES OF STUDENTS WITH POOR DISCIPLINARY  
RECORD TAKING PART IN NO ACTIVITIES

| Type of Activity           | Percentage of Students with<br>No Activity |       |       |
|----------------------------|--------------------------------------------|-------|-------|
|                            | Boys                                       | Girls | Total |
| school activities.....     | 55                                         | 48    | 52    |
| community activities.....  | 74                                         | 58    | 68    |
| church activities.....     | 61                                         | 58    | 59    |
| activities of any kind.... | 58                                         | 29    | 45    |

kind beyond class work and recreation. One-third of them were employed after school hours.

Some of the reasons for a poor disciplinary record may be traced to a lack of understanding of what a democracy really is. Table 18 shows the percentage of students with a poor disciplinary record in each fourth of the class on scores on the democracy section of the social beliefs test.

TABLE 18

PERCENTAGES OF STUDENTS WITH POOR DISCIPLINARY RECORD IN  
EACH FOURTH OF CLASS ON SCORES MADE ON PART OF SOCIAL  
BELIEFS TEST DEALING WITH DEMOCRACY

|             | Liberalism |       |       | Conservatism |       |       | Uncertainty |       |       |
|-------------|------------|-------|-------|--------------|-------|-------|-------------|-------|-------|
|             | Boys       | Girls | Total | Boys         | Girls | Total | Boys        | Girls | Total |
| 1st quarter | 26.0       | 16.1  | 21.7  | 23.7         | 19.4  | 21.7  | 18.4        | 41.7  | 29.0  |
| 2nd quarter | 37.0       | 25.8  | 31.9  | 21.1         | 32.2  | 26.1  | 26.2        | 19.4  | 23.3  |
| 3rd quarter | 23.7       | 19.4  | 21.7  | 29.0         | 19.4  | 24.7  | 37.0        | 29.0  | 33.3  |
| 4th quarter | 13.1       | 38.7  | 24.7  | 26.2         | 29.0  | 27.5  | 18.4        | 9.9   | 14.4  |

The boys in this group of students with a poor disciplinary record were relatively low in percentage of liberalism, relatively high in percentage of uncertainty in their responses to statements concerning democracy in the social beliefs test, as compared with the entire class.

TABLE 19

QUARTILE RANKING FOR STUDENTS WITH POOR DISCIPLINARY RECORD  
ON SCORES MADE ON DEMOCRACY PART OF SOCIAL BELIEFS TEST

| Boys             |                               |    |    | Girls            |                               |    |    |
|------------------|-------------------------------|----|----|------------------|-------------------------------|----|----|
| Student          | Quartile Ranking <sup>a</sup> |    |    | Student          | Quartile Ranking <sup>a</sup> |    |    |
|                  | L                             | C  | U  |                  | L                             | C  | U  |
| b1               | 2                             | 2  | 3  | g1               | 2                             | 4  | 3  |
| b2               | 4                             | 1  | 2  | g2               | 1                             | 3  | 4  |
| b3               | 2                             | 2  | 3  | g3               | 3                             | 4  | 1  |
| b4               | 2                             | 4  | 4  | g4               | 4                             | 2  | 1  |
| b5               | 4                             | 3  | 1  | g5               | 4                             | 2  | 1  |
| b6               | 2                             | 3  | 3  | g6               | 2                             | 3  | 3  |
| b7               | 4                             | 3  | 1  | g7               | 3                             | 1  | 3  |
| b8 <sup>b</sup>  | ..                            | .. | .. | g8               | 3                             | 2  | 2  |
| b9               | 1                             | 3  | 4  | g9               | 1                             | 1  | 4  |
| b10              | 1                             | 4  | 3  | g10              | 4                             | 3  | 1  |
| b11              | 3                             | 2  | 3  | g11              | 4                             | 1  | 1  |
| b12              | 2                             | 3  | 3  | g12              | 4                             | 1  | 1  |
| b13              | 2                             | 3  | 2  | g13              | 2                             | 4  | 2  |
| b14              | 3                             | 1  | 3  | g14              | 1                             | 4  | 3  |
| b15              | 1                             | 2  | 4  | g15              | 2                             | 4  | 3  |
| b16              | 1                             | 3  | 3  | g16              | 4                             | 2  | 1  |
| b17              | 2                             | 3  | 3  | g17              | 3                             | 2  | 3  |
| b18              | 3                             | 1  | 2  | g18              | 3                             | 3  | 2  |
| b19              | 1                             | 4  | 1  | g19              | 2                             | 2  | 4  |
| b20              | 4                             | 1  | 3  | g20              | 4                             | 2  | 1  |
| b21              | 3                             | 2  | 2  | g21              | 2                             | 4  | 3  |
| b22              | 3                             | 4  | 2  | g22              | 4                             | 2  | 1  |
| b23              | 1                             | 4  | 4  | g23 <sup>b</sup> | 4                             | 2  | 1  |
| b24              | 3                             | 3  | 2  | g24 <sup>b</sup> | ..                            | .. | .. |
| b25              | 2                             | 1  | 4  | g25              | 3                             | 2  | 3  |
| b26              | 1                             | 4  | 2  | g26              | 2                             | 4  | 1  |
| b27              | 3                             | 3  | 3  | g27              | 4                             | 3  | 1  |
| b28 <sup>b</sup> | 2                             | 2  | 3  | g28              | 4                             | 1  | 2  |
| b29 <sup>b</sup> | ..                            | .. | .. | g29              | 4                             | 1  | 2  |
| b30              | 3                             | 1  | 2  | g30              | 1                             | 3  | 3  |
| b31              | 2                             | 1  | 3  | g31              | 2                             | 4  | 1  |
| b32              | 2                             | 1  | 3  | g32              | 1                             | 4  | 2  |
| b33              | 1                             | 2  | 4  |                  |                               |    |    |
| b34 <sup>b</sup> | 2                             | 4  | 1  |                  |                               |    |    |
| b35 <sup>b</sup> | ..                            | .. | .. |                  |                               |    |    |
| b36              | 1                             | 4  | 1  |                  |                               |    |    |
| b37              | 4                             | 1  | 2  |                  |                               |    |    |
| b38              | 2                             | 4  | 1  |                  |                               |    |    |
| b39              | 3                             | 2  | 2  |                  |                               |    |    |
| b40              | 2                             | 4  | 1  |                  |                               |    |    |
| b41              | 1                             | 3  | 4  |                  |                               |    |    |

<sup>a</sup>L, Liberal; C, Conservative; U, Uncertain.

<sup>b</sup>No record for this student.

Sixty-nine per cent were in the lower half of the class in percentage of liberalism and 63 per cent were in the upper half of the class in percentage of uncertainty in so far as democracy is concerned. The percentages for the girls were very similar to those for the rest of the class.

Table 19 gives the quartile score on the democracy section of the social beliefs made by each student with a poor disciplinary record. This quartile score is based on scoring by the entire senior class.

In all areas the boys ranked relatively low in liberalism and high in uncertainty. The girls were comparatively high in liberalism and low in uncertainty. It should make an interesting and valuable study to go beyond the data gathered here and attempt to determine the reasons for these differences. The balance of privilege and responsibility, of rights and duties in a democracy is a delicate one. A low degree of civic competence may very well be associated with, even result from, a greater liberality of opinion than is justifiable by the possessor's judgment and wisdom. Civic incompetence may also be found to result from a high degree of certainty concerning undemocratic concepts.

#### Participation in Civic Enterprises

Two enterprises engaged in during the year were selected as being typical of the activities in which citizens in a democracy may be expected to take part from time to time. A local patriotic organization asked the senior class to select a member to take part in a pilgrimage it was sponsoring to the national capital. The selection was made by means of a special election. Three girls were nominated by the senior council, a group of ten students elected by the class at the beginning of the year. The election was conducted in the same manner as a regular city election. The girl selected by popular vote was to engage in competition with similarly selected girls from other high schools in the state. The preceding year a senior girl from this school had won first place in this competition and the present senior class should be expected to have some interest in selecting a candidate who would make as strong a showing.

Later in the year the Chamber of Commerce asked the high school students to survey the city to determine what items the



citizens planned to purchase immediately after the war. Students rendered this service on a voluntary basis. Since it was desirable to have only those students work who really wanted to do so, those students not volunteering were not required to come to school for the day. Engaging in a house-to-house survey, asking questions of householders concerning what they intend to purchase after the war, represented a somewhat unselfish use of one's time. Sufficient calls were assigned to each student to occupy an estimated five hours. The local newspaper and radio stations featured the event for a week in advance of the date set.

Two hundred and twenty-nine seniors voted in the election. This represents 46.4 per cent of the class. If allowance is made for the absence of the thirty-four seniors on the day of the election, the ratio rises to half of the class. One hundred and thirty-one seniors worked on the survey of the community. This number is 26.8 per cent of the entire membership of the class. Owing to the fact that school was not in session on this day there is no way of knowing how many were unable to attend either school or the duties of the survey, but if a figure comparable to the thirty-four absent on the day of the election be taken, approximately 30 per cent of the available members of the class were working on the survey.

Although this represents but a minority of the class, the fact that even this number should voluntarily give so much time for a rather onerous task is definitely encouraging. There is reason to be much more optimistic concerning the competence in accepting responsibility for civic action of this group than of the one concerning which Spaulding wrote:

The test results offer unmistakable evidence that the boys and girls who are on the point of leaving school, whatever they may think about the desirability of certain kinds of actions, are reluctant to assume responsibility for civic cooperation, or to commit themselves to action which will involve personal effort or sacrifice.<sup>1</sup>

Reference is made elsewhere as to the extent to which working students, students with poor disciplinary records, and those selected by their classmates as being outstanding in some respect participated in the two activities. It is interesting to note here the close relationship which exists between superiority

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<sup>1</sup>Spaulding, op. cit., p. 24.

on certain tests and attention to civic duties such as the election and survey typify. Four of the tests had to do with subjects quite closely connected with information of a civic nature--American history, civics, the home community test, and the contemporary affairs test. Table 20 shows the number of students in each tenth of the class on each of these tests who voted or helped with the survey.

The tendency of the students scoring higher on these tests to attend to civic duties more regularly than poorer students is distinctly noticeable. Five times as many students scoring in the top 10 per cent on the American history test helped on the survey as did those in the lowest 10 per cent. This ratio holds true for the civics test.

Nine times as many students scoring in the highest 10 per cent on the home community test helped in the survey as did those scoring in the lowest 10 per cent. In the contemporary affairs test twenty students in the top tenth of the class and six in the lowest helped with the survey. Approximately two-thirds of all students helping with the survey ranked in the upper half on all four tests.

Although more students in the top tenth on each test voted than helped with the survey, the ratio of superiority over those in the lowest tenth is not so great, since more of the poorer students also voted. Approximately twice as many of the better students than of the poorer ones voted. Whereas the number in each tenth who helped with the survey shows a steady decline from top to bottom, the number in each tenth who voted declines less rapidly or steadily. A greater number of those in the sixth group voted than in the top group for all tests excepting for the test on the home community. The general trend is downward on all tests, however, in spite of temporary rises. From 20 to 30 per cent more of the voters are in the top half of the class than in the bottom, on all tests.

It is evident that more of the better students than of the poorer ones either voted or helped with the survey. When a count is made of students who took part in both activities, the greater participation by the higher ranking students is even more noticeable. In the highest tenth of the American history test fifteen students voted and surveyed; in the lowest tenth but two did both. Corresponding figures for the other tests are: civics,

TABLE 20

NUMBER OF STUDENTS WHO VOTED AND HELPED WITH SURVEY  
SCORING AT EACH DECILE ON FOUR TESTS

| Decile  | Activity | Number of Students Participating in<br>Each Activity Scoring at Each<br>Decile on Each Test |        |                   |                      |
|---------|----------|---------------------------------------------------------------------------------------------|--------|-------------------|----------------------|
|         |          | American<br>History                                                                         | Civics | Home<br>Community | Cont<br>pora<br>Affs |
| Highest | Survey   | 25                                                                                          | 22     | 18                | 20                   |
|         | Vote     | 26                                                                                          | 25     | 29                | 24                   |
|         | Both     | 15                                                                                          | 13     | 15                | 13                   |
|         | Neither  | 10                                                                                          | 11     | 14                | 13                   |
| Ninth   | Survey   | 16                                                                                          | 20     | 24                | 18                   |
|         | Vote     | 23                                                                                          | 26     | 25                | 28                   |
|         | Both     | 11                                                                                          | 13     | 15                | 13                   |
|         | Neither  | 15                                                                                          | 11     | 14                | 13                   |
| Eighth  | Survey   | 15                                                                                          | 14     | 16                | 17                   |
|         | Vote     | 26                                                                                          | 27     | 23                | 18                   |
|         | Both     | 9                                                                                           | 8      | 6                 | 7                    |
|         | Neither  | 18                                                                                          | 16     | 10                | 15                   |
| Seventh | Survey   | 14                                                                                          | 17     | 7                 | 18                   |
|         | Vote     | 26                                                                                          | 26     | 20                | 19                   |
|         | Both     | 10                                                                                          | 12     | 6                 | 9                    |
|         | Neither  | 11                                                                                          | 10     | 18                | 14                   |
| Sixth   | Survey   | 13                                                                                          | 15     | 15                | 14                   |
|         | Vote     | 31                                                                                          | 26     | 26                | 25                   |
|         | Both     | 10                                                                                          | 8      | 8                 | 7                    |
|         | Neither  | 21                                                                                          | 15     | 14                | 16                   |
| Fifth   | Survey   | 10                                                                                          | 10     | 12                | 7                    |
|         | Vote     | 22                                                                                          | 19     | 26                | 20                   |
|         | Both     | 7                                                                                           | 4      | 7                 | 4                    |
|         | Neither  | 20                                                                                          | 19     | 18                | 20                   |
| Fourth  | Survey   | 15                                                                                          | 10     | 11                | 10                   |
|         | Vote     | 27                                                                                          | 22     | 19                | 27                   |
|         | Both     | 6                                                                                           | 7      | 9                 | 7                    |
|         | Neither  | 9                                                                                           | 22     | 19                | 13                   |
| Third   | Survey   | 10                                                                                          | 11     | 8                 | 6                    |
|         | Vote     | 17                                                                                          | 15     | 25                | 20                   |
|         | Both     | 5                                                                                           | 6      | 5                 | 5                    |
|         | Neither  | 26                                                                                          | 23     | 18                | 20                   |
| Second  | Survey   | 8                                                                                           | 5      | 10                | 11                   |
|         | Vote     | 17                                                                                          | 20     | 21                | 20                   |
|         | Both     | 4                                                                                           | 3      | 7                 | 7                    |
|         | Neither  | 25                                                                                          | 26     | 21                | 25                   |
| Lowest  | Survey   | 5                                                                                           | 4      | 2                 | 6                    |
|         | Vote     | 14                                                                                          | 13     | 13                | 20                   |
|         | Both     | 2                                                                                           | 2      | 0                 | 3                    |
|         | Neither  | 26                                                                                          | 23     | 27                | 23                   |

thirteen and two; home community, fifteen and none; contemporary affairs, thirteen and three. Approximately twice as many students in the upper half of each test took part in both activities as did the students in the lower half. Table 21 presents complete figures for the number of students in the upper and lower halves of the class in the four tests--American history, civics, home community, and contemporary affairs--who participated in the election and survey.

TABLE 21

NUMBER OF STUDENTS IN UPPER AND LOWER HALVES OF  
THE CLASS ON EACH OF FOUR TESTS WHO VOTED OR  
HELPED WITH SURVEY

| Activity | Name of Test        |                     |                     |                     |                     |                     |                      |                     |
|----------|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|----------------------|---------------------|
|          | American History    |                     | Civics              |                     | Home Community      |                     | Contemporary Affairs |                     |
|          | Upper Half of Class | Lower Half of Class | Upper Half of Class | Lower Half of Class | Upper Half of Class | Lower Half of Class | Upper Half of Class  | Lower Half of Class |
| Survey   | 83                  | 48                  | 88                  | 40                  | 80                  | 49                  | 87                   | 40                  |
| Vote     | 131                 | 97                  | 130                 | 89                  | 123                 | 104                 | 114                  | 109                 |
| Both     | 55                  | 24                  | 54                  | 22                  | 50                  | 28                  | 49                   | 26                  |
| Neither  | 75                  | 106                 | 63                  | 113                 | 70                  | 103                 | 71                   | 101                 |

Students who neither voted nor surveyed were more likely to do poorly on the tests. Ten students in the highest tenth on the American history test neither voted nor helped with the survey; in the lowest tenth twenty-six did neither. Corresponding figures for the other tests are: civics, eleven and twenty-three; home community, fifteen and twenty-seven; contemporary affairs, thirteen and twenty-three. From 30 to 90 per cent more of the students who neither voted nor surveyed are in the lower half of the class than in the upper on each of the four tests.

There would seem to be a very definite connection between good scholarship and acceptance of civic responsibilities. It may be true as stated in the quotation from Wilson's investigation cited elsewhere that there is no correlation between the amount of schooling a person possesses and his willingness to assume ordinary civic responsibilities. There is, however, a decided



relationship between good scholarship and good citizenship. The schools must search this intermingling of cause and effect and determine why some young people accept civic responsibility and why others do not. A greater percentage than now do so should be taught to accept civic duties.

It is generally admitted that education to be effective in influencing character must go beyond intellectual training. For this reason high schools should be so organized as to encourage the actual practice of civic living. If civic competence is to be attained, it must be learned in a practical way.

#### Participation in School, Community, and Church Activities

Effective citizenship requires attention to duties and services beyond those necessary for the citizen's own comfort and well being. Because of age and other limitations most of these responsibilities are not a part of a high school senior's life. There are, however, many things which high school seniors can do to be of service to their fellows.

A list of the activities in which the seniors took part was compiled from school records and by means of a questionnaire. This latter was filled in by all seniors after a conference with their advisers. Every effort was made to have the list complete.

This list was tabulated under three main headings--those activities sponsored by the school, by a church, and those of a community nature. Some organizations are of such a nature as to belong partly to the "community" and "church" lists. Examples of this group are boy and girl scouts.

Approximately two-thirds of the seniors--68 per cent of the boys and 64 per cent of the girls--engaged in some form of activity beyond their class work and out of school work for which they were paid. A complete list of the activities is given in Table 22. More students took part in community activities than in either school or church work. One hundred and one boys and one hundred and thirteen girls took part in school activities. These two hundred and fourteen students averaged about 2.7 activities each.

One hundred and three boys and one hundred and fifty-one girls took part in community activities. These two hundred and fifty-four young people listed a total of five hundred and fifty-

seven different activities--an average of about 2.2 activities each.

TABLE 22

## NON-CLASSROOM ACTIVITIES IN WHICH SENIORS PARTICIPATE

| Activity                             | Number of Students Participating in Each Activity |            |            |
|--------------------------------------|---------------------------------------------------|------------|------------|
|                                      | Boys                                              | Girls      | Total      |
| <b>School</b>                        |                                                   |            |            |
| Inter-school athletics.....          | 46                                                | 0          | 46         |
| Music.....                           | 73                                                | 74         | 147        |
| Dramatics.....                       | 58                                                | 61         | 119        |
| Newspaper.....                       | 12                                                | 8          | 20         |
| Annual.....                          | 7                                                 | 6          | 13         |
| Class office.....                    | 10                                                | 6          | 16         |
| School office.....                   | 11                                                | 5          | 16         |
| Drum corps.....                      | 0                                                 | 26         | 26         |
| Intra-mural sports.....              | 55                                                | 115        | 170        |
|                                      | <u>272</u>                                        | <u>301</u> | <u>573</u> |
| <b>Community</b>                     |                                                   |            |            |
| Boy scouts.....                      | 96                                                | ..         | 96         |
| Sea scouts.....                      | 32                                                | ..         | 32         |
| Girl scouts.....                     | ..                                                | 127        | 127        |
| Camp-fire girls.....                 | ..                                                | 113        | 113        |
| Bond drives.....                     | 35                                                | 38         | 73         |
| Assistant air raid warden.....       | 12                                                | ..         | 12         |
| Roll bandages.....                   | ..                                                | 35         | 35         |
| First aid.....                       | 32                                                | 37         | 69         |
|                                      | <u>207</u>                                        | <u>350</u> | <u>557</u> |
| <b>Church</b>                        |                                                   |            |            |
| Choirs.....                          | 57                                                | 92         | 149        |
| Missionary society.....              | ..                                                | 19         | 19         |
| Teacher of Sunday school class....   | 15                                                | 23         | 38         |
| Member of young people's board....   | 7                                                 | 9          | 16         |
| Officer of Sunday school class....   | 12                                                | 31         | 43         |
| Help with children.....              | 2                                                 | 27         | 29         |
| Officer in young people's department | 12                                                | 14         | 26         |
| Organist.....                        | ..                                                | 3          | 3          |
| Pianist.....                         | 2                                                 | 5          | 7          |
| Minister.....                        | 1                                                 | ..         | 1          |
| Altar boy.....                       | 3                                                 | ..         | 3          |
|                                      | <u>111</u>                                        | <u>223</u> | <u>334</u> |

Fewer seniors took part in church activities than in either school or community work although this would not have been the case had boy and girl scouts and camp-fire girls been listed with the church group. Sixty-four boys and ninety-three girls took part in three hundred and thirty-four church activities, an

average of about 2 each.

The number of seniors belonging to what are commonly called character-building agencies is encouragingly high in view of the situation found in New York State. "Of the total number of leaving pupils, possibly a sixth were found to belong to church groups. . . . Fewer than one in sixteen were members of general character building agencies such as the Boy and Girl Scouts."<sup>1</sup>

Of the three categories of activities those listed as being community sponsored probably reflect more civic drive than does either of the others. Many of the school activities--athletics, dramatics, music--attract participants more on the basis of special interests than a desire to be of service.

This may also be true for musical work in the church. Many of the duties listed, however, seem to demand some unselfishness of spirit and desire to be of service. Helping with children at the church, serving as an usher, teaching Sunday school classes, rolling bandages at the Red Cross center, serving as air raid wardens, helping issue ration books--all these represent valuable fields of service and indicate willingness to help carry the responsibilities of citizenship.

In addition to the activities listed, the seniors rendered much valuable service as part of their school work. An average of \$70.00 per month for the nine school months was contributed by the class to the support of the War Dads' Canteen at the local railroad station (the entire school gave \$1,835.00). This money was raised by voluntary individual subscription. Over 90 per cent of the seniors contributed amounts ranging from ten cents to fifty cents per month each. The class also contributed \$150.00 to the Community Chest drive and \$50.00 to the annual Red Cross Drive. Seniors in woodworking classes made checker boards and other articles for the Red Cross. Members of the girls' home economics class took turns assisting in a day nursery for young children of working mothers. Thirty-four senior girls in a second-year typing class gave an average of twenty hours service as typists for the local ration board. Another typing class addressed 10,000 letters for the Christmas Seal drive.

From the list of activities and the additional services rendered as part of regular class work there is every reason to

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<sup>1</sup>Ibid., p. 29.

believe that high school seniors possess the willingness and ability to engage in civic work. Since consideration of this element of citizenship is but one phase of the present study, it is impossible to give complete attention to it. A full survey of the possibilities for civic education through civic activities would be a valuable contribution to secondary education.

#### Observations by Teachers

The ratings by the teachers were an indication of the students' behavior in formal classroom situations. Students do not always behave naturally under such conditions. For this reason six teachers selected one class group each to study in informal activities. The classes were such that no duplication of students occurred. A total of one hundred and fifty-eight students were observed about the building for one month.

During this month the teachers arranged their work so as to be in the recreation room and cafeteria at times when these facilities were open to the students. They also spent as much time as possible in the halls and about the building before and after school and between recitation periods. For convenience in recording incidents noted, a check card (see Appendix) was prepared. An appropriate check mark was made on the face of the card at the time the action was noticed. As soon as possible an account of the incident was written on the back of the card.

Objectionable actions on the part of fifty-nine students were recorded. Specific incidents checked are noted in Table 23. This listing indicates that one hundred and eighty indications of poor citizenship were noticed. Each student mis-behaving is guilty of three offenses on the average.

Of necessity the procedure of these observations was informal. It is impossible to determine just how many opportunities for misconduct occurred during the month or how many examples of poor citizenship took place which were not observed by the teachers.

With one hundred and fifty-eight students moving freely about the building--the school in question does not have a student monitor or other system for controlling student action--for twenty days there are undoubtedly many opportunities for misconduct. That an example of poor citizenship was observed by six alert teachers but once a day for each seventeen students in the



group indicates a fine degree of self government on the part of the group.

TABLE 23

SUMMARY OF ACTIONS INDICATING POOR CITIZENSHIP  
OBSERVED BY TEACHERS

| Offense                       | Number of<br>Different Of-<br>fenses Observed | Number of<br>Different Stu-<br>dents Offending |
|-------------------------------|-----------------------------------------------|------------------------------------------------|
| Conduct about building        |                                               |                                                |
| Running in the hall.....      | 8                                             | 5                                              |
| Boisterousness.....           | 13                                            | 10                                             |
| Lack of courtesy.....         | 31                                            | 25                                             |
| Wearing hat in the house..... | 3                                             | 2                                              |
| In cafeteria                  |                                               |                                                |
| Failure to return tray.....   | 4                                             | 3                                              |
| Breaking into line.....       | ..                                            | ..                                             |
| Throwing paper.....           | 3                                             | 2                                              |
| In assembly                   |                                               |                                                |
| Disturbing neighbors.....     | 29                                            | 15                                             |
| Inappropriate applause.....   | 7                                             | 3                                              |
| Chewing gum.....              | 30                                            | 12                                             |
| Unappreciative remarks.....   | 11                                            | 5                                              |
| Inappropriate posture.....    | 11                                            | 6                                              |
| Care of property              |                                               |                                                |
| Writing in books.....         | 2                                             | 2                                              |
| Poor care of magazines.....   | 20                                            | 12                                             |
| Marking on walls, desks, etc. | ..                                            | ..                                             |
| Failure to replace books..... | 8                                             | 6                                              |

Teachers also noted examples of good as well as bad citizenship. Of the ninety-nine cards having no record of misbehavior, thirty-three carried notations indicating unselfish or co-operative acts--helping others with their work, replacing books and material left by others, returning trays left by other students in the cafeteria, offering to run errands, and so forth. In addition to the thirty-three cards just mentioned fifteen of those for students who had misbehaved also had notations indicating exemplary conduct.

There is no standard of excellence in civic competence drawn from adult life with which to compare the seniors' observed behavior. Neither is there any objective scale for determining the degree of poor citizenship represented by each of the incidents recorded. Some of the objectionable actions such as chewing

gum in assemblies would very likely be considered much less reprehensible by many people than the throwing of paper in the cafeteria during a meal.

Some acts, such as failure to return a tray in the cafeteria, might result from an actual lapse of memory, whereas others, such as writing in books, might result from an actually malicious impulse. Acts of "boisterousness" or running in the hall might easily result from an oversupply of youthful energy while actions listed under the heading "lack of courtesy" are more likely to be indicative of poor citizenship.

In spite of these and other qualifications which might be made, the type of behavior observed by the teachers speaks well for the citizenship of the seniors. Even in the natural, informal atmosphere in which the evidence was gathered the students were nearly as likely to perform an unselfish co-operative act as one indicating some degree of poor citizenship.

#### Summary

On the assumption that behavior is the best indication of possession or lack of civic competence, data concerning the seniors' behavior under a variety of conditions were gathered. These data were gathered by means of: teachers' ratings of seniors' qualities as observed in the classroom; employers' ratings of seniors' qualities as observed on the job; record of teachers' observations of seniors' behavior in informal activities about the building; record of seniors' participation in a school election and community survey; record of seniors' participation in school, community, and church activities; records of disciplinary action taken by the dean of boys and dean of girls in cases affecting seniors. The following generalizations seem justified by the data gathered.

Teachers agree remarkably well in rating their students. In over three-fourths of the ratings given, the teachers either agreed unanimously on the senior's place on the scale or divided their opinions between two points on the scale. Since some qualities of character and elements of civic competence are not readily evaluated by means of paper and pencil tests, the use of subjective ratings seems to present definite possibilities.

The difference in ratings accorded boys and those accorded

girls is worthy of study. Girls were rated higher than were boys in most qualities. It is also noteworthy that men teachers rated boys higher than did women teachers; whereas women teachers rated girls higher than did men teachers. There are various possible reasons that this should be true: effect of the war upon students; different effect of school standards upon boys and upon girls; different standards held by men and by women teachers; difference in subjects taught by men and women teachers with resultant difference in working conditions and motivation.

Employers are inclined to rate a given senior higher than are teachers. Whether or not this results from a difference of evaluative skill, standards of excellence, conditions of work, different degree of motivation or an actual difference in the senior himself, it presents a fertile field of investigation for educators. It is entirely possible that the senior actually is a better person while at work than while at school if he regards the latter place as an unreal and impractical situation. If such is the case, proper motivation may demand a sharp break with recognized methods, materials, and organization of high school classes.

Records of disciplinary actions taken in the offices of the dean of boys and of the dean of girls support the observation that the school situation affects boys and girls differently. At least there appears to be a decided difference between the type of boy who is a disciplinary problem and the girl who is such a problem. Boys who required disciplining during their senior year were quite generally better students scholastically than were the girls. It would seem advisable to consider carefully the nature and extent of controls which are best suited to present day high school students and conditions.

A study of the scores made on information tests in areas generally assumed to bear some relationship to citizenship--American history, civics, contemporary affairs, and the home community--leads one to believe there is a distinct relationship between knowledge of civic matters and civic competence--at least as measured in this study. Which is cause and which is effect can be determined only by further study. At any rate those students scoring higher on the tests just mentioned participated much more frequently in civic enterprises than did those making lower scores.

Observations of behavior about the building were made by six teachers who observed one hundred and fifty-eight students (about one-third of the class) for one month. Records of these observations indicate that a senior was about as likely to perform an unselfish act indicating good citizenship as an act indicating disregard for regulations and the welfare of others. One is inclined to wonder how much behavior in public is influenced by early home training. Educators have discussed this point for many years. It is now time to effect a closer co-operation with the home and also to provide education for present high school students in the care and education of young children.

Great possibilities for civic education are apparent in the study of the seniors' participation in out-of-class activities. If appropriate behavior might be considered the goal of civic education, then it would seem logical to encourage the practice of participation in worthy community and/or civic projects.



### CHAPTER III

#### CIVIC COMPETENCE AS INDICATED BY SELECTION OF CONTEMPORARIES

Good judgment in the selection of leaders is one of the most important elements of civic competence. If our form of government is to live, it must do so on the foundation of an electorate which chooses wisely.

In the American form of government, it was contended, leaders and statesmen must be made; they are not born. Some one must be responsible for the making. . . . The government itself--the state--must perform this task. Every youth is a potential leader. Therefore the state must educate all if it is to profit to the utmost from the native ability of its citizens. All cannot be leaders; some must be followers. To the followers, however, is given the biggest task of all--the selection of the leaders and the determination of policies. If the stability of the government is to be maintained, education for all at the expense of the state is required.<sup>1</sup>

The quality of judgment which the seniors exercise in evaluating their contemporaries may be judged by studying the choices they made. Each senior was asked to name the boy and the girl he considered most likely to succeed in certain occupations and who possessed to the greatest degree certain qualities of character.

Students selected by their classmates are identified in this study as B1, B2, G1, G2, and so forth. A statement of the questionnaire and students selected is given:

What members of the senior class do you think most likely to succeed in:

|                        | <u>Boy</u> | <u>Girl</u> |
|------------------------|------------|-------------|
| a. Mechanics           | B1         | G1          |
| b. Law                 | B2         | G2          |
| c. Medicine or nursing | B3         | G3          |
| d. Public office       | B4         | G4          |
| e. Business            | B5         | G5          |
| f. Educational work    | B6         | G6          |
| g. Engineering         | B7         | G7          |

---

<sup>1</sup>Lee O. Garber, Education as a Function of the State, p. 5. Minneapolis, Minnesota: Educational Test Bureau, Inc., 1934.

What member of the senior class do you consider:

|                   | <u>Boy</u> | <u>Girl</u> |
|-------------------|------------|-------------|
| a. Most courteous | B2         | G3          |
| b. Best mixer     | B4         | G4          |
| c. Most studious  | B5         | G2          |
| d. Most tolerant  | B2         | G7          |
| e. Most ambitious | B5         | G8          |

What member of the senior class do you consider:

|                       |     |     |
|-----------------------|-----|-----|
| a. Most reliable      | B2  | G7  |
| b. Most prompt        | B5  | G6  |
| c. Most industrious   | B6  | G9  |
| d. Most accurate      | B8  | G10 |
| e. Most co-operative  | B9  | G11 |
| f. Most adventuresome | B10 | G12 |

Two of the boys, B2 and B5, were mentioned at least once for every one of the eighteen choices. B2 was a choice of a majority of the students for three places and of a plurality for one. B5 was a choice of a majority for four places. None of the girls was mentioned for all places.

An inspection of the records of the twenty-two students selected indicates clearly that the students were selected on the strength of more than popularity, although some of the students at least were undoubtedly popular.

As a group the boys' disciplinary record is very similar to that for the rest of the class. Two of the boys had been called to the attention of the dean of boys because of their actions, as noted in Table 24. A notation on a third card indicated that the boy was regarded as having a poor attitude toward school and its regulations. Cards for four of the boys bore notations stating that the boy named was regarded as among the finest in school. The other three cards had no comments written on them.

The boys were absent about half as often on the average as the boys in the class as a whole. They were tardy somewhat more often, averaging 4.9 times as compared with 4.3 for all the boys in the class. Nearly half of the total tardies for this group, however, was by one boy. A complete attendance record for the boys is given in Tables 25 and 26.

Inspection of the decile rank earned by the boys on the informational tests as shown in Table 27 furnishes evidence that scholastically the boys were very much superior to the average for the class. Six of them were in the highest 10 per cent of the class on the basis of their scholastic record for the three years; two of the others were in the highest 20 per cent, one was

TABLE 24

DISCIPLINARY RECORD FOR BOYS SELECTED BY THEIR  
CLASSMATES AS BEING OUTSTANDING

| Comments on Disciplinary Record Card                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Student |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| No comments adverse or favorable. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | B1      |
| A very fine boy. Well mannered and behaved. A leader in school and Sunday School. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | B2      |
| No comments adverse or favorable. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | B3      |
| Has a poor attitude toward school and regulations. Gives no trouble but speech and actions indicate little regard for such things. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                          | B4      |
| No comments adverse or favorable. . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | B5      |
| One of our very best boys, neat, intelligent, polite, with good personality . . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | B6      |
| One of our best boys. Dependable, friendly, well liked by teachers and students. He is a leader                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | B7      |
| Left school without permission and against regulations. . . . . Heated argument with Mr. X about school spirit. Suspended one week for truancy. . . . . Suspended for smoking. . . . . Again suspended for smoking--mother upheld him. . . . . Cut English class. . . . . Caught smoking in car with G--- S----- Promised co-operation. Left school without permission to eat at the ----- He wanted to argue the point. I told him he could eat there if he wanted to but if he did and I caught him I would definitely expel him. He cooled off quickly and has given no further trouble. . . . . | B8      |
| One of our finest boys. Intelligent, willing, helpful; has initiative; neat appearing. Not muscular but brainy . . . . .                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | B9      |
| Record of two suspensions for insubordination. Sent to the dean's office five times for repeated tardiness. I finally stopped it by sending him home each time he was tardy. After going home twice he managed to get to school on time. . . . .                                                                                                                                                                                                                                                                                                                                                    | B10     |

in the lowest 40 per cent; and one in the lowest 10 per cent. Thirty per cent of the scores made by the boys in the informational tests ranked in the highest 10 per cent of the class. Only 4 per cent of the scores were in the lowest 10 per cent of the class, all scored by one boy.

The boys took part in two school activities each on the average. This is somewhat more than the 1.2 average for the rest

TABLE 25

ATTENDANCE RECORD FOR BOYS SELECTED BY THEIR  
CLASSMATES AS BEING OUTSTANDING

| Student | 10th Year |       | 11th Year |       | 12th Year |       |
|---------|-----------|-------|-----------|-------|-----------|-------|
|         | Absent    | Tardy | Absent    | Tardy | Absent    | Tardy |
| B1      | 0         | 0     | 2         | 0     | 2         | 0     |
| B2      | 14        | 0     | 6         | 0     | 0         | 1     |
| B3      | 10        | 3     | 21        | 1     | 8.5       | 3     |
| B4      | 5         | 2     | 6         | 6     | 11.5      | 9     |
| B5      | 0         | 0     | 0         | 0     | 5         | 1     |
| B6      | 7         | 0     | 6         | 1     | 0         | 7     |
| B7      | 5         | 0     | 3         | 7     | 10        | 1     |
| B8      | 18        | 2     | 17        | 12    | 12        | 4     |
| B9      | 2         | 0     | 14        | 3     | 4         | 0     |
| B10     | 13        | 9     | 10.5      | 4     | 5.5       | 23    |

TABLE 26

SUMMARY OF ATTENDANCE RECORD IN SENIOR YEAR FOR STUDENTS  
SELECTED BY THEIR CLASSMATES AS BEING OUTSTANDING

| Item                                | Boys  | Girls | Total  |
|-------------------------------------|-------|-------|--------|
| Days absent.....                    | 58.50 | 70.50 | 129.00 |
| Average days absent.....            | 5.85  | 5.88  | 5.86   |
| Times tardy.....                    | 49.00 | 23.00 | 72.00  |
| Average times tardy.....            | 4.90  | 1.90  | 3.27   |
| Number not absent.....              | 2.00  | 1.00  | 3.00   |
| Per cent not absent.....            | 20.00 | 8.30  | 13.60  |
| Number not tardy.....               | 2.00  | 8.00  | 10.00  |
| Per cent not tardy.....             | 20.00 | 66.70 | 45.50  |
| Number neither absent nor tardy.... | 0.00  | 1.00  | 1.00   |
| Per cent neither absent nor tardy.. | 0.00  | 8.30  | 4.60   |

of the boys in the class. Evidently they concentrated on school activities, however, since they participated in slightly fewer church activities. A complete list of the activities in which these boys participated is given in Table 28.

Teachers rated this group of boys very much higher than they did the other boys in the class. This superiority is markedly noticeable in all traits. A detailed list of teachers' ratings for the boys is given in Table 29. Even B8, whose disci-



TABLE 27

DECILE RANK ON TESTS OF BOYS SELECTED BY THEIR  
CLASSMATES AS BEING OUTSTANDING

| Student | Decile at Which Each Student Scored on<br>Each Test |    |    |    |    |    |    |    |    |    |    |
|---------|-----------------------------------------------------|----|----|----|----|----|----|----|----|----|----|
|         | Code Letters for Tests*                             |    |    |    |    |    |    |    |    |    |    |
|         | A                                                   | B  | C  | D  | E  | F  | G  | H  | I  | J  | K  |
| B1      | 4                                                   | 5  | 7  | 5  | 3  | 7  | 7  | 3  | 7  | 7  | 6  |
| B2      | 10                                                  | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 10 |
| B3      | 3                                                   | 10 | 8  | 6  | 7  | 8  | 6  | 9  | 7  | 10 | 9  |
| B4      | 10                                                  | 10 | 10 | 8  | 10 | 10 | 10 | 10 | 9  | 9  | 10 |
| B5      | 10                                                  | 9  | 10 | 10 | 10 | 10 | 10 | 10 | 10 | 8  | 10 |
| B6      | 10                                                  | 10 | 8  | 10 | 10 | 6  | 2  | 9  | 6  | 7  | 8  |
| B7      | 10                                                  | 6  | 8  | 7  | 9  | 8  | 7  | 7  | 4  | 9  | 9  |
| B8      | 10                                                  | 9  | 8  | 9  | 9  | 10 | 9  | 8  | 8  | 7  | 9  |
| B9      | 7                                                   | 9  | 8  | 9  | 9  | 7  | 6  | 4  | 3  | 7  | 9  |
| B10     | 1                                                   | 1  | 2  | 1  | 2  | 3  | 4  | 1  | 6  | 5  | 7  |

\*A, Iowa Silent Reading; B, Otis Intelligence; C, American Council; D, English Mechanics; E, Ohio College Aptitude; F, American History; G, Civics; H, Contemporary Affairs; I, Home Community; J, Arithmetic; K, Oral Comprehension.

TABLE 28

ACTIVITIES PARTICIPATED IN BY BOYS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Activities                                                                                        | Student |
|---------------------------------------------------------------------------------------------------|---------|
| No school, community or church. Worked outside of school. . . . .                                 | B1      |
| Debate, school cabinet, class officer, worked outside of school. . . . .                          | B2      |
| School cabinet, basketball, altar boy at church. .                                                | B3      |
| Student body president, school cabinet, boy scout, attend church, football. . . . .               | B4      |
| School cabinet, attend church, worked outside of school . . . . .                                 | B5      |
| Plays, operetta, assemblies, stunt night, church choir, attend church, worked outside of school . | B6      |
| Class president, air raid warden . . . . .                                                        | B7      |
| Class officer, scrap drive, assemblies, dramatics.                                                | B8      |
| Dramatics, bond drives, worked outside of school .                                                | B9      |
| Football, track, boy scout . . . . .                                                              | B10     |

TABLE 29

TEACHERS' RATINGS FOR BOYS SELECTED BY THEIR  
CLASSMATES AS BEING OUTSTANDING

| Qualities and Divisions*     | Number of Ratings at Each Division for Each Boy |    |    |    |    |    |    |    |    |     |       |             |  |
|------------------------------|-------------------------------------------------|----|----|----|----|----|----|----|----|-----|-------|-------------|--|
|                              | Code Letters for Boys                           |    |    |    |    |    |    |    |    |     |       |             |  |
|                              | B1                                              | B2 | B3 | B4 | B5 | B6 | B7 | B8 | B9 | B10 | Total | Percent-age |  |
| Promptness                   |                                                 |    |    |    |    |    |    |    |    |     |       |             |  |
| 1.....                       | ..                                              | 4  | .. | .. | 5  | 2  | 2  | 2  | 4  | ..  | 19    | 46.3        |  |
| 2.....                       | 2                                               | 1  | 4  | 2  | .. | 1  | 2  | 1  | .. | ..  | 13    | 31.6        |  |
| 3.....                       | 1                                               | .. | .. | 2  | .. | .. | .. | .. | .. | 1   | 4     | 9.8         |  |
| 4.....                       | ..                                              | .. | 1  | .. | .. | .. | .. | 1  | .. | 2   | 4     | 9.8         |  |
| 5.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | 1   | 1     | 2.5         |  |
| Orderliness of Work Habits   |                                                 |    |    |    |    |    |    |    |    |     |       |             |  |
| 1.....                       | 1                                               | 4  | .. | 1  | 4  | 2  | 4  | 4  | 4  | 1   | 25    | 61.0        |  |
| 2.....                       | 1                                               | 1  | 5  | 3  | 1  | 1  | .. | .. | .. | 1   | 13    | 31.6        |  |
| 3.....                       | 1                                               | .. | .. | .. | .. | .. | .. | .. | .. | 2   | 3     | 7.4         |  |
| 4.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..    | ..          |  |
| 5.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..    | ..          |  |
| Effectiveness of Work Habits |                                                 |    |    |    |    |    |    |    |    |     |       |             |  |
| 1.....                       | 1                                               | 5  | .. | .. | 5  | 2  | 4  | 4  | 3  | ..  | 24    | 58.5        |  |
| 2.....                       | 1                                               | .. | 4  | 3  | .. | 1  | .. | .. | 1  | 1   | 11    | 26.6        |  |
| 3.....                       | 1                                               | .. | 1  | .. | .. | .. | .. | .. | .. | 1   | 3     | 7.5         |  |
| 4.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | 2   | 2     | 4.5         |  |
| 5.....                       | ..                                              | .. | .. | 1  | .. | .. | .. | .. | .. | ..  | 1     | 2.5         |  |
| Leadership                   |                                                 |    |    |    |    |    |    |    |    |     |       |             |  |
| 1.....                       | ..                                              | 4  | .. | 1  | 2  | 1  | 1  | 3  | .. | ..  | 12    | 29.3        |  |
| 2.....                       | ..                                              | 1  | 3  | 3  | 3  | 2  | 2  | 1  | 2  | ..  | 17    | 41.4        |  |
| 3.....                       | 1                                               | .. | 2  | .. | .. | .. | 1  | .. | .. | 2   | 6     | 14.6        |  |
| 4.....                       | 2                                               | .. | .. | .. | .. | .. | .. | .. | 1  | 2   | 5     | 12.2        |  |
| 5.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | 1  | ..  | 1     | 2.5         |  |
| Co-operation                 |                                                 |    |    |    |    |    |    |    |    |     |       |             |  |
| 1.....                       | ..                                              | 4  | 1  | 1  | 4  | 3  | 2  | .. | 4  | ..  | 19    | 46.3        |  |
| 2.....                       | ..                                              | 1  | 3  | 2  | 1  | .. | 2  | 3  | .. | 4   | 16    | 39.0        |  |
| 3.....                       | 2                                               | .. | 1  | .. | .. | .. | .. | 1  | .. | ..  | 4     | 9.8         |  |
| 4.....                       | 1                                               | .. | .. | 1  | .. | .. | .. | .. | .. | ..  | 2     | 4.9         |  |
| 5.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..    | ..          |  |
| Mental Curiosity             |                                                 |    |    |    |    |    |    |    |    |     |       |             |  |
| 1.....                       | ..                                              | 5  | .. | .. | 5  | 3  | 2  | 4  | 2  | ..  | 21    | 51.2        |  |
| 2.....                       | 2                                               | .. | 4  | 2  | .. | .. | 2  | .. | 2  | ..  | 12    | 29.3        |  |
| 3.....                       | 1                                               | .. | 1  | 2  | .. | .. | .. | .. | .. | 4   | 8     | 19.5        |  |
| 4.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..    | ..          |  |
| 5.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..    | ..          |  |
| Emotional Control            |                                                 |    |    |    |    |    |    |    |    |     |       |             |  |
| 1.....                       | ..                                              | 3  | 1  | .. | 3  | 3  | 2  | 1  | 2  | ..  | 15    | 36.6        |  |
| 2.....                       | 1                                               | 2  | 2  | 3  | 2  | .. | 2  | 2  | 2  | 4   | 20    | 48.7        |  |
| 3.....                       | 1                                               | .. | 2  | .. | .. | .. | .. | 1  | .. | ..  | 4     | 9.8         |  |
| 4.....                       | a                                               | .. | .. | a  | .. | .. | .. | .. | .. | ..  | 2     | 4.9         |  |
| 5.....                       | ..                                              | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..    | ..          |  |

\*For full definition of each quality and divisions under each see rating sheet, Appendix.

plinary record is probably worse than any of the other nine, is rated as superior by all teachers in orderliness, effectiveness of work habits, and intellectual curiosity.

Thirty per cent of the ratings regarding leadership were in the division defined as displaying "very marked ability to lead his fellows; makes things go." The percentage for all boys in the class was but 4.4 per cent in this division. In each of three qualities, orderliness of work habits, effectiveness of work habits, and intellectual curiosity, a majority of the ratings were superior.

On the social beliefs test the boys were decidedly liberal. Seven of the ten were in the upper half of the class in percentage of liberal replies. Only three were in the upper half of the class in percentage of uncertainty in their replies.

Only one unfavorable comment appeared on the disciplinary record of any of the girls. This was modified by an additional comment that "J--is quite capable but unable to judge values." Comments on five of the cards stated that the girl named was regarded as a very good citizen. A complete list and comments on disciplinary cards for the girls is given in Table 30.

The girls averaged about half as many absences as did all the girls in the class. They were tardy an average of 1.9 times compared with an average of 2.5 times for all the girls. Eight of the twelve girls were not tardy during their senior year. The attendance record made by each girl during her three years in Senior High School is given in Table 31. The attendance record for all the girls selected by their classmates as being outstanding is combined with the similar summary for the boys in Table 26.

The scholastic record of the girls was not so high as that of the boys selected, although much above the average for the class. One of the girls ranked in the lowest fifth on the basis of her record for the three years; two were in the third fifth; four in the fourth; and five, in the highest fifth. Of these five, two were in the highest 10 per cent of the class.

More of the scores made by the girls on informational tests were in the higher brackets than a normal distribution would allow for. One-fifth of the scores were in the highest 10 per cent of the scores for the entire class--just twice the number to be expected if the scholastic standing of this group of girls were the same as for the rest of the class. Seventy-four per cent were

TABLE 30

DISCIPLINARY RECORD FOR GIRLS SELECTED BY THEIR  
CLASSMATES AS BEING OUTSTANDING

| Comments on Disciplinary Record Card                                                                                               | Student |
|------------------------------------------------------------------------------------------------------------------------------------|---------|
| Very clever in art. . . . .                                                                                                        | G1      |
| No comments . . . . .                                                                                                              | G2      |
| Pleasing personality. Nice voice. Loyal to her school. Active in all musical activities . . .                                      | G3      |
| Active in student government affairs. Adjusts well. . . . .                                                                        | G4      |
| No comments . . . . .                                                                                                              | G5      |
| No comments . . . . .                                                                                                              | G6      |
| Considered for a scholarship. She is an excellent girl . . . . .                                                                   | G7      |
| No comments . . . . .                                                                                                              | G8      |
| A dancer. A fine attitude. . . . .                                                                                                 | G9      |
| No comments . . . . .                                                                                                              | G10     |
| An excellent girl . . . . .                                                                                                        | G11     |
| Sent to dean's office once. Parents both work. Children reared themselves. J--is quite capable but unable to judge values. . . . . | G12     |

TABLE 31

ATTENDANCE RECORD FOR GIRLS SELECTED BY THEIR  
CLASSMATES AS BEING OUTSTANDING

| Student | 10th Year |       | 11th Year |       | 12th Year |       |
|---------|-----------|-------|-----------|-------|-----------|-------|
|         | Absent    | Tardy | Absent    | Tardy | Absent    | Tardy |
| G1      | 3.5       | 2     | 7.5       | 1     | 6         | 5     |
| G2      | 8.5       | 1     | 18        | 2     | 9         | 2     |
| G3      | 4.5       | 1     | 12        | 3     | 10.5      | 7     |
| G4      | 1.5       | 0     | 3         | 0     | 1         | 0     |
| G5      | 0         | 2     | 0.5       | 1     | 0.5       | 0     |
| G6      | 0         | 1     | 0         | 0     | 0         | 0     |
| G7      | 3         | 1     | 13        | 1     | 2         | 0     |
| G8      | 18.5      | 0     | 2.5       | 1     | 7         | 0     |
| G9      | 0         | 0     | 10.5      | 15    | 0.5       | 0     |
| G10     | 2         | 0     | 9.5       | 1     | 7.5       | 0     |
| G11     | 4         | 0     | 10        | 1     | 8         | 0     |
| G12     | 4         | 0     | 3         | 0     | 16.5      | 9     |

in the upper half of the class and but 2.3 per cent in the lowest 10 per cent of the class. The decile ranking for each girl on each of the tests is given in Table 32.

TABLE 32  
DECILE RANK ON TESTS OF GIRLS SELECTED BY THEIR  
CLASSMATES AS BEING OUTSTANDING

| Student | Decile at Which Each Student Scored on Each Test |    |    |    |    |    |    |    |    |    |    |
|---------|--------------------------------------------------|----|----|----|----|----|----|----|----|----|----|
|         | Code Letters for Tests*                          |    |    |    |    |    |    |    |    |    |    |
|         | A                                                | B  | C  | D  | E  | F  | G  | H  | I  | J  | K  |
| G1      | 7                                                | 9  | 10 | 7  | 7  | 3  | 2  | 4  | 7  | 6  | 7  |
| G2      | 10                                               | 10 | 8  | 5  | 8  | 10 | 10 | 9  | 10 | 10 | 10 |
| G3      | 8                                                | 5  | 8  | 10 | 8  | 7  | 8  | 7  | 10 | 5  | 9  |
| G4      | 7                                                | 6  | 4  | 4  | 7  | 5  | 6  | 7  | 2  | 6  | 10 |
| G5      | 9                                                | 7  | 2  | 10 | 9  | 8  | 6  | 6  | 7  | 4  | 10 |
| G6      | 9                                                | 8  | 2  | 8  | 10 | 10 | 10 | 8  | 4  | 5  | 10 |
| G7      | 10                                               | 9  | 10 | 8  | 10 | 9  | 8  | 9  | 9  | 8  | 9  |
| G8      | 10                                               | 6  | 3  | 9  | 9  | 4  | 10 | 9  | 4  | 3  | 9  |
| G9      | 4                                                | 6  | 7  | 7  | 7  | 4  | 3  | 6  | 1  | 6  | 7  |
| G10     | 9                                                | 7  | 7  | 8  | 8  | 9  | 9  | 10 | 10 | 4  | 10 |
| G11     | 4                                                | 3  | 1  | 3  | 2  | 4  | 4  | 4  | 3  | 1  | 3  |
| G12     | 10                                               | 9  | 8  | 8  | 9  | 7  | 7  | 8  | 9  | 6  | 9  |

\*A, Iowa Silent Reading; B, Otis Intelligence; C, American Council; D, English Mechanics; E, Ohio College Aptitude; F, American History; G, Civics; H, Contemporary Affairs; I, Home Community; J, Arithmetic; K, Oral Comprehension.

The girls participated in 2.8 school activities on the average, compared with 1.3 for all girls in the class. As was the case with the boys, the amount of participation in community and church activities was much lower than for other girls in the class. A complete list of activities in which the girls participated is given in Table 33.

Teachers rated these girls higher on all qualities than they did the rest of the girls in the class. The percentage of ratings in the top division was at least three times that for girls in the class as a whole in all qualities. This ratio rose to over ten times (46.8 per cent compared with 4.5 per cent) in the ratings on leadership and over six times (57.8 per cent compared with 8.8 per cent) in ratings on intellectual curiosity. In three qualities a majority of the ratings were in the superior



TABLE 33

ACTIVITIES PARTICIPATED IN BY GIRLS SELECTED  
BY THEIR CLASSMATES AS BEING OUTSTANDING

| Activities                                                                                                                              | Student |
|-----------------------------------------------------------------------------------------------------------------------------------------|---------|
| None. . . . .                                                                                                                           | G1      |
| Debate, school cabinet, president Sunday school<br>class, attend church. . . . .                                                        | G2      |
| Scrap drives, bond drives, school cabinet, dramatis-<br>tics, glee club, treasurer Drum Corps, vice-<br>president class board . . . . . | G3      |
| Scrap drives, bond drives, school cabinet, chair-<br>man extra curricular activities . . . . .                                          | G4      |
| School cabinet, assemblies, bond drives, roll<br>bandages, choir, vice-president Sunday school<br>class . . . . .                       | G5      |
| First aid, roll bandages, Sunday school teacher,<br>Baptist Young People's Union program chairman .                                     | G6      |
| School cabinet, bond drives, Drum Corps, class<br>officer, assemblies, glee club. . . . .                                               | G7      |
| School cabinet, class board . . . . .                                                                                                   | G8      |
| School cabinet, class board, Drum Corps, bond<br>drives, dramatics, glee club, newspaper . . . .                                        | G9      |
| School cabinet, Christian Endeavor. . . . .                                                                                             | G10     |
| Drum Corps. . . . .                                                                                                                     | G11     |
| Community survey. . . . .                                                                                                               | G12     |

classification: orderliness of work habits, 75.6 per cent; effectiveness of work habits, 66.7 per cent; and intellectual curiosity, 57.8 per cent. A detailed listing of ratings by teachers for each girl is given in Table 34.

Eight of the twelve girls ranked in the upper half of the class in percentage of liberalism in their answers on the social beliefs test. They were uncertain in their responses to about the same degree as were other girls in the class.

Considered individually the students appear to be excellent choices for the positions for which the students selected them. The record of none is such as to make him or her a really poor choice. A complete list of subjects carried by each senior selected is given in the Appendix. Scores made by this group on the social beliefs test are also given in detail in the Appendix, Tables A1-A6, inclusive.

TABLE 34

TEACHERS' RATINGS FOR GIRLS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Qualities and Divisions*           | Number of Ratings at Each Division for Each Girl |    |    |    |    |    |    |    |    |     |     |     |            |                 |
|------------------------------------|--------------------------------------------------|----|----|----|----|----|----|----|----|-----|-----|-----|------------|-----------------|
|                                    | Code Letters for Girls                           |    |    |    |    |    |    |    |    |     |     |     |            |                 |
|                                    | G1                                               | G2 | G3 | G4 | G5 | G6 | G7 | G8 | G9 | G10 | G11 | G12 | To-<br>tal | Percent-<br>age |
| Promptness                         |                                                  |    |    |    |    |    |    |    |    |     |     |     |            |                 |
| 1.....                             | ..                                               | 3  | .. | .. | 4  | 6  | 2  | 2  | 1  | 1   | ..  | ..  | 19         | 42.2            |
| 2.....                             | 1                                                | 1  | 3  | 1  | .. | .. | 1  | 2  | 1  | 2   | 3   | 1   | 16         | 35.6            |
| 3.....                             | 2                                                | .. | 1  | 2  | .. | .. | .. | .. | 1  | ..  | 1   | 2   | 9          | 20.0            |
| 4.....                             | ..                                               | .. | .. | 1  | .. | .. | .. | .. | .. | ..  | ..  | ..  | 1          | 2.2             |
| 5.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | ..         | ..              |
| Orderliness of<br>Work Habits      |                                                  |    |    |    |    |    |    |    |    |     |     |     |            |                 |
| 1.....                             | 2                                                | 4  | 1  | 2  | 4  | 6  | 3  | 4  | 3  | 3   | ..  | 2   | 34         | 75.6            |
| 2.....                             | 1                                                | .. | 3  | 1  | .. | .. | .. | .. | .. | ..  | 2   | ..  | 7          | 15.6            |
| 3.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | 2   | 1   | 3          | 6.7             |
| 4.....                             | ..                                               | .. | .. | 1  | .. | .. | .. | .. | .. | ..  | ..  | ..  | 1          | 2.1             |
| 5.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | ..         | ..              |
| Effectiveness<br>of Work<br>Habits |                                                  |    |    |    |    |    |    |    |    |     |     |     |            |                 |
| 1.....                             | ..                                               | 4  | 1  | 2  | 4  | 6  | 3  | 4  | 1  | 2   | 2   | 1   | 30         | 66.7            |
| 2.....                             | 2                                                | .. | 3  | 2  | .. | .. | .. | .. | 2  | ..  | 2   | 1   | 12         | 26.6            |
| 3.....                             | 1                                                | .. | .. | .. | .. | .. | .. | .. | .. | 1   | ..  | 1   | 3          | 6.7             |
| 4.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | ..         | ..              |
| 5.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | ..         | ..              |
| Leadership                         |                                                  |    |    |    |    |    |    |    |    |     |     |     |            |                 |
| 1.....                             | ..                                               | 2  | 2  | 3  | 4  | 3  | 3  | 2  | 1  | ..  | ..  | 1   | 21         | 46.8            |
| 2.....                             | 2                                                | 2  | 2  | 1  | .. | 2  | .. | 1  | 1  | ..  | ..  | ..  | 11         | 24.4            |
| 3.....                             | 1                                                | .. | .. | .. | .. | 1  | .. | 1  | 1  | 2   | ..  | 1   | 7          | 15.6            |
| 4.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | 1   | 4   | ..  | 5          | 11.1            |
| 5.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | 1   | 1          | 2.1             |
| Co-operation                       |                                                  |    |    |    |    |    |    |    |    |     |     |     |            |                 |
| 1.....                             | ..                                               | 4  | 1  | 2  | 4  | 2  | 3  | 3  | 1  | 1   | ..  | 1   | 22         | 48.9            |
| 2.....                             | 2                                                | .. | 2  | 2  | .. | 4  | .. | 1  | 1  | 2   | 4   | 2   | 20         | 44.4            |
| 3.....                             | 1                                                | .. | 1  | .. | .. | .. | .. | .. | 1  | ..  | ..  | ..  | 3          | 6.7             |
| 4.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | ..         | ..              |
| 5.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | ..         | ..              |
| Mental Curio-<br>sity              |                                                  |    |    |    |    |    |    |    |    |     |     |     |            |                 |
| 1.....                             | ..                                               | 4  | 1  | 1  | 4  | 6  | 3  | 4  | .. | 3   | ..  | ..  | 26         | 57.8            |
| 2.....                             | 3                                                | .. | 2  | 2  | .. | .. | .. | .. | 3  | ..  | ..  | ..  | 10         | 22.2            |
| 3.....                             | ..                                               | .. | 1  | 1  | .. | .. | .. | .. | .. | ..  | 4   | 2   | 8          | 17.9            |
| 4.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | 1   | 1          | 2.1             |
| 5.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | ..         | ..              |
| Emotional Con-<br>trol             |                                                  |    |    |    |    |    |    |    |    |     |     |     |            |                 |
| 1.....                             | ..                                               | 4  | .. | 2  | 2  | 2  | 2  | 4  | 1  | 1   | 2   | ..  | 20         | 44.4            |
| 2.....                             | 1                                                | .. | 1  | 2  | 2  | 4  | 1  | .. | 2  | 2   | 2   | 1   | 18         | 40.0            |
| 3.....                             | 1                                                | .. | 3  | .. | .. | .. | .. | .. | .. | ..  | ..  | 1   | 5          | 11.1            |
| 4.....                             | 1                                                | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | ..  | 1          | 2.1             |
| 5.....                             | ..                                               | .. | .. | .. | .. | .. | .. | .. | .. | ..  | ..  | 1   | 1          | 2.1             |

\*For full definition of each quality and divisions under each see rating scale, Appendix.

B1, selected as most likely to succeed in mechanics, was below average as a student. He participated in no activities beyond his school work and work in a downtown garage. His selection of elective courses indicates a definite interest in mechanical fields. In mechanical drawing, electricity, auto mechanics, and vocational agriculture he was above average in performance. His record in the more academic subjects--social studies, English, and physics--was sufficiently poor to cause his low final standing.

His teachers rated him slightly better than average in all areas except those of leadership and co-operation. His record for promptness at school was very good. He was absent but four days during his entire three years of high school--twice in his junior and twice in his senior years. He was not tardy during the three years. School records certainly support the students' choice of B1 as a probable success in mechanics. The boy's employer was most outspoken in praising his work.

B2, chosen as the most likely to succeed in the legal profession, is an excellent student, ranking in the highest 10 per cent on the basis of his scholastic record for the three years. He also ranked in the highest 10 per cent on seven of the tests. He participated in debate, was a class officer and a member of the school cabinet. He worked outside of school. All of his five teachers rated him as superior in effectiveness of work habits and intellectual curiosity. Four of the five rated him superior in all other qualities with the exception of emotional control. In this trait, three rated him as having "unusual balance," and two regarded him as "well balanced." He was not absent during his senior year and was tardy but once. He was also selected by his classmates as most courteous, most tolerant, and most reliable. His responses to questions on the social beliefs test were decidedly liberal.

B3, judged most likely to succeed in a career in medicine, was prominent in the student government, played basketball, and was an altar boy at his church. He was a good student ranking well on the tests given and placing in the highest 10 per cent of his class on the strength of his three-year scholastic record. His elective courses included physics and chemistry. The majority of his ratings by his teachers was in the highest two divisions on a five-point scale. His attendance record shows a total of

thirty-nine days absence in the three years--all due to sickness. He indicated an interest in becoming a doctor in replying to his questionnaire. This was done without his being aware of his selection by his classmates as being most likely to succeed in that line of work.

B4, considered by his classmates as most likely to succeed in public office, was president of the student body during his senior year in high school. The only unfavorable comment on his disciplinary record was a statement that he had a poor attitude toward school and regulations. His attendance record was not good; he was absent eleven and a half days and tardy nine times. His scholarship was among the best in the class; he ranked in the highest 10 per cent on the basis of grades and on seven of the ten tests. In addition to being president of the student body, he was on the football team, was a boy scout and a regular attendant at church. One of his teachers considered him as having "very marked ability to lead his fellows." The other two stated that he "strongly affects the opinions, ideals, and activities of his associates." In other qualities he was considered above average. His classmates also regarded him as the best mixer in the class.

B5, considered most likely to succeed in business, was also a superior student. He was on the school cabinet and attended church regularly. His five teachers all rated him as superior in promptness, quality of work habits, and intellectual curiosity. He was rated no lower than the second point on the scale on any quality by any teacher. He worked at the local newspaper office as a reporter after school hours. His classmates also regarded him as most studious, most ambitious, and most prompt.

B6 was regarded by his classmates as the best prospect in the class for success in educational work. He was a good student, ranking high on all the tests with the exception of the one on civics in which he was in the lowest 20 per cent of his class. B6 was most active in his church choir and worked in a retail clothing store after school hours. All three of his teachers rated him in the top division in co-operation, intellectual curiosity, and emotional control. His employer commented very favorably on his ability to meet people and deal with them courteously and effectively.

B7 was named as the most likely to have a successful career in engineering. This was also his choice of a career as

indicated on his questionnaire. His elective courses included three years of mechanical drawing, two years of algebra, and one semester each of geometry and trigonometry. In all he was a superior student. All four of his teachers placed him at the top of the scale in orderliness and effectiveness of work habits. He was president of his class during the senior year and served as an air raid warden. The dean of boys commented on his card, "one of our best boys, dependable, friendly, well liked by teachers and students. He is a leader." All available evidence supports the judgment of the students that B7 is an outstanding prospect for a career in engineering.

B8 was voted most accurate by his classmates. With this his teachers definitely agreed, all four placing him in the top group on orderliness and effectiveness of work habits and intellectual curiosity. His disciplinary record was poor. An investigation of the offenses, however, indicates that he rebelled against restrictions on his personal freedom not against demands on the part of his teachers that he do accurate, high quality school work. His attitude toward class work and his preparations were superior. His only offense connected with school work itself was on one occasion when he "cut" English during his junior year. He ranked high on all his tests given and was in the highest 10 per cent of his class on the basis of his three-year academic record.

B9 was considered by his classmates as most co-operative. All four of his teachers also rated him in the highest division in co-operation. He was active in dramatics at school, worked in bond drives, and was employed in a retail clothing store outside of school hours. The dean of boys wrote this comment on B9's disciplinary record: "One of our finest boys. Intelligent, willing, helpful, has initiative, neat appearing. Not muscular but brainy."

B10 had a poorer record than any of the other boys on the list. He was in the lowest 10 per cent of the class scholastically and on four of the ten tests. He ranked as high as the highest 30 per cent of his class on but one test--that for oral comprehension. He was tardy twenty-three times. On his disciplinary record card is a notation by the dean of boys that he had been suspended twice for "insubordination." It was necessary to send him home each time he was tardy to stop the tendency to come late. There is no evidence that his classmates' judgment of him as "most



adventuresome" was unwise.

G1 was selected by her classmates as most likely to succeed in both mechanics and engineering. G1 was also awarded an engineering scholarship by a large Eastern university as the result of a competitive examination. This occurred after the student poll. Her elective courses included algebra, geometry, physics, and two years of mechanical drawing. Her teachers rated her above average in all qualities on the rating sheet. She engaged in no activities either at school or elsewhere. Her scholastic record was such as to place her in the middle 20 per cent of her class. She ranked above the average for her class on all the tests excepting those dealing with social studies--history, civics, and contemporary affairs. The dean of girls commented "very clever in art."

G2 was regarded as the best prospective woman lawyer. She was on the school debate team, the school cabinet, was president of her Sunday school class, and attended church regularly. Scholastically she was in the highest 20 per cent of her class and also ranked high in all the tests given. Her teachers rated her very high in all traits on the rating scale--all four placing her in the top group in orderliness and effectiveness of work habits, co-operation, intellectual curiosity, and emotional control.

G3 was selected by her classmates as being most likely to succeed in a career in medicine and also as most courteous. Her elective courses included one year of Latin, two years of Spanish, and one year of biology. G3 was active in community work, in scrap and bond drives, and took part in school dramatics, and drum corps. She was vice-president of her senior class. She was in the highest 20 per cent of her class scholastically and ranked high on all the tests given. Her teachers rated her better than average on all points on the rating scale. The dean of girls wrote this comment on her disciplinary record. "Pleasing personality. Nice voice. Loyal to her school. Active in all musical activities."

G4 was voted the most likely to succeed in public office and also the best mixer. She was an average student. On the test scores her ranking varied from the second to the highest tenths. Her three-year record placed her in the highest 40 per cent of the class scholastically. Her teachers rated her as somewhat better than average on all points--three out of four placing her in

the top category in leadership qualities. The dean of girls commented: "Active in student government affairs. Adjusts well." She worked with community groups on scrap and bond drives, was on the school cabinet, and student chairman of the extra-curricular activities committee.

G5 was considered the best future business woman. Her elective subjects included one year of speech work and two years of typing. She was a good student--in the highest 20 per cent of her class on the basis of her three-year record and scoring very well in all the tests with the exception of American history. Her teachers rated G5 as superior in almost every instance. The only rating she received below the top group was in the area of emotional control. In this two teachers rated her in the top division and two in the second. She was on the school cabinet, active in preparing assembly programs, worked with community groups on bond drives, helped the Red Cross on bandage rolling projects, sang in her church choir, and was vice-president of her Sunday school class. All evidence points to her being a well-balanced mature person.

G6 was selected as being most likely to succeed in educational work and also as being most prompt. Interestingly enough all six of the teachers with whom she worked rated her as superior in promptness. She was also rated at the top of the scale by all teachers in orderliness, effectiveness of work habits, and intellectual curiosity. She rated high in all other qualities also. G6 took part in no school activities but was active in Red Cross work both in first aid and in bandage rolling. She taught a Sunday school class and was program chairman for the Baptist Young People's Union. She was not absent during her three years in high school and was tardy but once--in her sophomore year. Her elective courses were selected from a variety of fields and included work in Spanish, speech, general science, biology, geometry, art, shorthand, home economics, and general mathematics. She ranked in the highest 10 per cent of the class scholastically and in four of the subject matter tests.

G7 was considered most tolerant and most reliable by her contemporaries. The dean of girls noted on her disciplinary record, "considered for a scholarship. She is an excellent girl." She was rated in the superior group by her teachers almost unanimously. She fell below the top point of the scale only in one

rating of three in both promptness and emotional control. Her record for tardiness indicated seven late arrivals in her junior and one in her senior year. Her responses to the questions on the social beliefs test were decidedly liberal, particularly in the areas of race relations and of war and peace.

G8, in the opinion of her classmates, was the most ambitious senior girl. Her school activities consisted of service on the school cabinet and senior board. Her teachers rated her at the top of the scale in orderliness and effectiveness of work habits, intellectual curiosity, and emotional control. She was rated high in other qualities also. Scholastically she was in the highest 20 per cent of her class.

G9 was selected by the seniors as being the most industrious girl in the class. Her list of school activities included service on the school cabinet, senior board, drum corps, glee club, dramatic performances, and work on the school paper. She helped community groups on bond drives. G9 ranked in the middle 20 per cent of her class scholastically and was somewhat better than average on her test scores.

G10 was regarded as being the most accurate girl in the senior class. All of her teachers also rated her at the top of the scale in orderliness of work habits and intellectual curiosity. She was rated high in all other qualities.

G11 was selected by the seniors as the most co-operative girl in the class. All four of her teachers rated her at the second point from the top in this quality. Her only school activity was membership in the drum corps. The dean of girls wrote the following comment on her disciplinary record: "An excellent girl."

G12 was regarded as being the most adventuresome girl in the class by the seniors. Her teachers disagreed considerably as to her rating in virtually all qualities. One teacher placed her at the bottom of the scale in both leadership and emotional control. She was a somewhat better than average student both on the basis of her scholastic record and her test scores. The dean of girls commented as follows on her disciplinary record: "Sent to dean's office once. Parents both work. Children reared themselves. J--is quite capable but unable to judge values."

There is no infallible way of predicting the future for any of the seniors. All available evidence, however, supports the seniors in the choices they made. In instances where teachers

rated the seniors on points corresponding to the one under consideration by the seniors there was remarkable agreement. Where good scholarship is generally assumed to be necessary for success in the area for which the seniors were naming a classmate, they selected good students. Almost invariably the activities and out-of-class interests of the student selected supported the choice.

### Summary

It was pointed out earlier in this study that good judgment of his fellows is one of the most important assets of the good citizen. In selecting the list of vocations and qualities for use in the questionnaire it was not so important that the vocations and qualities themselves be indicative of good citizenship. The chief purpose of this phase of the study was to investigate the appropriateness with which the seniors named classmates for the places. There is reason to believe that the seniors exhibited considerable competence in making wise choices.

The very fact that the selections appear to have been taken seriously by almost the entire group is encouraging. Only two papers gave any evidence whatever of attempts to be facetious. All others named students in good standing in the school.

Although many of the students selected were undoubtedly popular, this does not appear to have been a highly influential factor in the voting. It is true that two boys were mentioned more than others, but all other evidence bears out the assumption that the boys in question were really outstanding young people. Other than these two boys no other students were widely mentioned for more than one or two positions.

Not only did the students appear to have given serious consideration to their choices but all other evidence supports their decisions as being sound. When considered as a group or as individuals, the seniors selected appear to be at least good, if not the best, members of the class for the position under consideration. Opinions of teachers, disciplinary, attendance and scholastic records, participation in activities, choice of elective subjects--all support the seniors in their choices.



## CHAPTER IV

### SOCIAL BELIEFS AS A BACKGROUND FOR CIVIC COMPETENCE

In evaluating the civic competence of seniors it is important to measure what they know about certain areas intimately connected with community living. It is fully as important, if not more so, to determine how they feel about controversial issues in those areas.

The influence of feelings and attitudes on actions has long been recognized. One's judgments and consequent decisions are as likely to be colored by his pre-determined attitudes as by what he knows about the issue at hand. In fact it has been charged, as cited in Chapter I, that voting is more often done on the basis of prejudice, slogans, and party feeling than as the result of mature reflection on the question under consideration. If this is true, methods of affecting attitudes and beliefs must be of concern to schools.

One's behavior in informal situations where considerable freedom of choice is permitted is perhaps the best measure of his attitude toward civic problems. Results of observation of such behavior have been described. The opportunities for such observation are so limited, however, that additional evidence was gathered by use of a standard social beliefs test.

The seniors' beliefs about certain areas of modern living were evaluated by means of the Social Beliefs Test, 4.21 and 4.31, prepared by the Progressive Education Association. This test is composed of two parts of one hundred statements each. Each item on the test is a statement about some issue on which there may be a difference of opinion. Statements included in the second part of the test are the converse of statements in the first part. Statements are so worded as to approve or disapprove of the issues in question. The instructions accompanying the test make it plain that: "The statements in this test are expressions of opinion. They deal with unsettled questions, and



there are no right or wrong answers. Please express your point of view about them. Indicate how you really feel about the issues expressed immediately after reading the statement. Do not pause too long on any one of them."

The student is given an answer sheet on which he is asked to check the letter A (Agree), "if you agree with the whole statement," to check U (Uncertain), "if you are uncertain how you feel about the whole statement, to check D (Disagree), if, "you disagree with the whole statement."

Students were free to mark the answer sheets in any way they chose without the marking influencing in any way their standing in the class or grade at any time in any course. No one in addition to the instructor and principal ever knew how a given student responded unless the student himself gave the information.

Scores on the test indicated the percentage of liberalism, conservatism, or uncertainty a student manifested on each of the areas covered by the test. An answer was considered liberal if it agreed with a statement of a principle generally accepted as representing the liberal point of view. If the answer disagreed with the liberal statement, it was considered conservative. An expression of uncertainty, of course, was considered as neither liberal nor conservative. Some statements were worded so as to support principles generally accepted as being conservative, in which case agreement was a conservative answer and disagreement a liberal one. All scores are given in terms of percentages, either of liberal, conservative, or uncertainty of reaction.

The six areas of controversial issues covered by the tests are democracy, economic relations, labor and unemployment, race relations, nationalism, and war and peace.

In general the seniors were liberal in their reactions to problems in the six areas of the test. Table 35 is so arranged as to permit of ready comparison of quartile scores in each of the six areas tested by the social beliefs test. The figures shown represent the percentage of responses which were considered liberal in each area. The percentage of liberalism ranges from a median score of 52 per cent in the area of economic relations to 61 per cent in problems dealing with democracy. Median percentages of liberalism in the other areas were: nationalism, 54 per cent; war and peace, 55 per cent; labor and unemployment, 55 per cent; race relations, 60 per cent. The median score in liberalism on all

areas combined was a percentage of 55 per cent.

TABLE 35

QUARTILE SCORES SHOWING PERCENTAGE OF LIBERAL RESPONSES  
IN ALL AREAS ON SOCIAL BELIEFS TEST

| Area                         | Percentage of Responses Which Were Considered<br>Liberal in Each Area |       |       |        |       |       |                |       |       |
|------------------------------|-----------------------------------------------------------------------|-------|-------|--------|-------|-------|----------------|-------|-------|
|                              | First Quartile                                                        |       |       | Median |       |       | Third Quartile |       |       |
|                              | Boys                                                                  | Girls | Total | Boys   | Girls | Total | Boys           | Girls | Total |
| Democracy....                | 52.8                                                                  | 44.4  | 50.7  | 63.4   | 59.0  | 61.0  | 72.3           | 68.1  | 70.0  |
| Economic re-<br>lations..... | 41.3                                                                  | 40.3  | 40.6  | 52.8   | 52.1  | 52.3  | 64.4           | 61.7  | 62.8  |
| Labor and<br>unemployment    | 43.8                                                                  | 43.0  | 43.2  | 57.0   | 54.5  | 55.4  | 66.1           | 62.4  | 63.1  |
| Race rela-<br>tions.....     | 41.8                                                                  | 46.3  | 43.7  | 58.0   | 61.0  | 59.6  | 74.6           | 73.8  | 74.0  |
| Nationalism..                | 41.3                                                                  | 40.9  | 40.9  | 53.9   | 53.4  | 53.5  | 66.0           | 62.2  | 62.8  |
| War and peace                | 44.4                                                                  | 42.5  | 43.2  | 57.0   | 53.6  | 54.9  | 68.4           | 66.6  | 66.7  |

Conservative responses were very much in the minority. The median scores showing conservative answers ranged from 20 per cent in the area of race relations to 31 per cent in nationalism. Tables 36 and 37 show quartile scores in each of the six areas for conservative and uncertain responses. Figures represent percentages as in Table 35. In general if the students failed to react liberally to a problem, they were inclined to be uncertain as to the issue. An inspection of Table 38 demonstrates the extent to which liberal scores fall more heavily in the higher percentage brackets, followed by scores in uncertainty. Conservative scores are grouped more in the lower percentage brackets than either of the others.

The preponderance of liberalism is apparent by reference to specific questions. Although living on the edge of the southern states where traditionally the negro is a servile race, only a fourth of the seniors agree with the statement that, "people of the white race are superior in most respects to people of other races." Only 17 per cent agreed that, "most negroes cannot profit from more than elementary education."

A large majority of the class had an unselfish outlook economically, according to their replies to two very pertinent

TABLE 36

QUARTILE SCORES SHOWING PERCENTAGE OF CONSERVATIVE  
RESPONSES IN ALL AREAS ON SOCIAL BELIEFS TEST

| Area                          | Percentage of Responses Which Were Considered<br>Conservative in Each Area |       |       |        |       |       |                |       |       |
|-------------------------------|----------------------------------------------------------------------------|-------|-------|--------|-------|-------|----------------|-------|-------|
|                               | First Quartile                                                             |       |       | Median |       |       | Third Quartile |       |       |
|                               | Boys                                                                       | Girls | Total | Boys   | Girls | Total | Boys           | Girls | Total |
| Democracy....                 | 15.0                                                                       | 13.6  | 14.0  | 21.8   | 19.3  | 20.5  | 25.8           | 25.0  | 25.4  |
| Economic re-<br>lations.....  | 17.9                                                                       | 13.5  | 14.3  | 25.8   | 20.9  | 22.5  | 35.0           | 28.6  | 31.4  |
| Labor and un-<br>employment.. | 16.7                                                                       | 14.3  | 14.9  | 25.0   | 22.1  | 23.2  | 32.9           | 30.3  | 31.5  |
| Race rela-<br>tions.....      | 10.0                                                                       | 10.6  | 10.3  | 20.0   | 19.4  | 19.5  | 35.0           | 31.5  | 32.3  |
| Nationalism..                 | 17.5                                                                       | 12.3  | 14.6  | 25.6   | 22.1  | 31.4  | 33.3           | 30.2  | 31.4  |
| War and peace                 | 17.5                                                                       | 13.6  | 14.9  | 25.0   | 21.3  | 22.7  | 33.5           | 29.7  | 31.3  |

TABLE 37

QUARTILE SCORES SHOWING PERCENTAGE OF UNCERTAIN  
RESPONSES IN ALL AREAS ON SOCIAL BELIEFS TEST

| Area                          | Percentage of Responses Which Were Considered<br>Uncertain in Each Area |       |       |        |       |       |                |       |       |
|-------------------------------|-------------------------------------------------------------------------|-------|-------|--------|-------|-------|----------------|-------|-------|
|                               | First Quartile                                                          |       |       | Median |       |       | Third Quartile |       |       |
|                               | Boys                                                                    | Girls | Total | Boys   | Girls | Total | Boys           | Girls | Total |
| Democracy....                 | 7.9                                                                     | 4.8   | 11.5  | 15.5   | 21.9  | 20.1  | 30.0           | 31.9  | 30.7  |
| Economic re-<br>lations.....  | 9.1                                                                     | 18.5  | 15.2  | 22.1   | 29.4  | 25.3  | 33.0           | 39.8  | 37.2  |
| Labor and un-<br>employment.. | 7.8                                                                     | 15.7  | 13.4  | 17.8   | 23.6  | 21.8  | 31.0           | 33.0  | 32.3  |
| Race rela-<br>tions.....      | 4.4                                                                     | 8.5   | 6.8   | 15.0   | 18.0  | 17.3  | 29.9           | 27.7  | 29.1  |
| Nationalism..                 | 8.4                                                                     | 17.8  | 14.1  | 21.8   | 27.4  | 25.7  | 33.0           | 36.2  | 35.0  |
| War and peace                 | 10.0                                                                    | 15.9  | 13.2  | 19.8   | 25.3  | 22.9  | 30.3           | 35.0  | 33.4  |

questions. Only 20 per cent agreed that, "an individual is justified in opposing measures to provide for relief, health facilities, and other community needs, which would increase his taxes." Even with the expense of government greatly inflated by necessary

TABLE 38

QUARTILE SCORES SHOWING PERCENTAGE OF LIBERAL, CONSERVATIVE,  
AND UNCERTAIN RESPONSES ON SOCIAL BELIEFS TEST

| Trait<br>Measured | First Quartile |       |       | Median |       |       | Third Quartile |       |       |
|-------------------|----------------|-------|-------|--------|-------|-------|----------------|-------|-------|
|                   | Boys           | Girls | Total | Boys   | Girls | Total | Boys           | Girls | Total |
| Liberalism        | 46.4           | 45.9  | 46.0  | 56.5   | 54.6  | 55.3  | 65.5           | 63.1  | 63.9  |
| Conservatism      | 16.6           | 13.2  | 14.4  | 21.7   | 18.5  | 19.8  | 27.1           | 24.9  | 25.6  |
| Uncertainty       | 13.8           | 20.7  | 17.4  | 21.6   | 27.4  | 25.9  | 33.4           | 35.6  | 34.5  |

war expenditures only 13 per cent felt that it is so expensive for society to care for all the unemployed that the amount spent for unemployment relief should be greatly reduced. Over three-fourths felt that the national government should provide insurance for its citizens against unemployment, sickness, and old age.

The seniors were particularly liberal in their international views. Only 6 per cent felt that most foreigners make undesirable citizens. Three-fourths of the seniors were of the opinion that security of any country will, in the future, be dependent on the security of all major countries.

The seniors did not seem to fear departure from established ways of doing things. A majority agreed that America might profit by adopting certain ideas practiced by foreign countries in regard to government, education, family life, and morals. Only 48 per cent felt that a good citizen should obey all laws regardless of how unreasonable they seem to him. Only one senior in four was definitely committed to the traditional American policy of no compulsory military training in peace time.

The liberalism evidenced by the scores was supported by a definite optimism if not courage. Two-thirds of the seniors felt that the problems of our times can be solved by a democratic form of government. An equal number, naturally enough, voiced a confidence in the intelligence of the common people in making important decisions. Only one senior in five agreed that war is inevitable.

All-in-all the seniors appeared to be a well-balanced group of young people. A division into liberal and conservative groups is in keeping with long established American traditions. The dominance of a liberal element gives promise of a willingness

to attack problems of the day. Whether or not this attack be an unselfish, intelligent one can only be determined by civic performance of the seniors in the future.

The findings reported in this chapter, together with the description of the behavior of the seniors in Chapter II, seems reasonable basis for rather optimistic feelings regarding the civic competence of the seniors.

Even the presence of the marked element of uncertainty need not necessarily be discouraging. This feeling may well mark a period of transition from one viewpoint to another as additional information becomes available.

The high school seniors involved in this study were but two or three years of age when the economic crisis of the thirties was beginning. In view of the exciting, uncertain times which have characterized their entire lives their expressed confidence in an ultimate solution of problems of unemployment and war is admirable indeed.

Distributions of scores on the social beliefs test for the entire class are given in the Appendix, Tables A7-All, inclusive.

#### Summary

The results of the social beliefs test provide reason to believe that the seniors are decidedly liberal in their thinking on social issues. This is not at all in agreement with the conclusion reached by Spaulding in his investigation of New York high school students. Spaulding writes: "The results of a test on which pupils were asked to indicate their opinions concerning various controversial issues suggest that the boys and girls who are leaving school are fundamentally conservative in their outlook on social problems."<sup>1</sup>

This difference in outlook on the part of the seniors may be accounted for by lapse of time between the two studies, different educational philosophies of the schools concerned, intervention of a world war, or other causes. It is important, however, that schools give attention to this expressed liberality since a willingness to change and experiment with established institutions

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<sup>1</sup>Spaulding, op. cit., p. 22.



makes it important for young people to have adequate judgment and information to guide them in making changes.

This liberality is greatest in areas concerned with race relations and democracy. Economic relations and international affairs are areas in which the seniors are less liberal although still far from being conservative. In general when the seniors failed to react liberally, they showed a disposition to be uncertain in their responses.

Uncertainty itself may well represent a period of transition from a conservative to a liberal point of view or vice versa. As the seniors mature and learn more of the workings of the world, they may come to question some of the concepts they had once accepted unthinkingly.

## CHAPTER V

### EDUCATIONAL BACKGROUND FOR CIVIC COMPETENCE

It has been a major assumption throughout this study that behavior is the best indication of civic competence. For that reason the greater share of time and attention was devoted to examining the behavior of the seniors. This phase of evaluating the product of the schools has been more neglected by high schools generally than has the evaluation of information and skills possessed by the students. Only recently have expert test makers begun to pay active attention to the task of appraising the outcomes of education as expressed in terms of attitudes and qualities of character.

One of the major reasons for over-emphasis upon these limited objectives (remembering knowledge and practicing techniques for examinations) is that results in these fields are more easily measured than in other less tangible areas. . . . But most tests available when this study began were measures chiefly of accretions of knowledge and proficiency in the use of skills. Because such tests are at hand teachers use them. Because instruments of appraisal in other areas have not been available, the teacher tends to neglect other objectives and strive only for results that can be ascertained with relative ease and objectivity.<sup>1</sup>

Civic competence, however, as indicated in the definition agreed upon for this study requires sufficient information on which to base sound judgments and skill in gaining new information. This information and skill must be reinforced by an attitude toward others which will make democratic behavior most likely.

Various standard tests were administered to the seniors to evaluate the information, skills, and attitudes they possessed. This was done, not to compare this particular group of seniors with others over the country, but to determine the status of the group studied. Certain tests of intellectual ability and aptitude will show how nearly normal the seniors are in these respects. Comparisons with similar groups of seniors elsewhere are

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<sup>1</sup>Smith, Tyler, and others, op. cit., p. xviii.

made in intelligence, reading ability, language usage, and college aptitude. The comparisons are made for the purpose of demonstrating how nearly normal in ability is the group studied in relation to high school seniors in general.

Scores were obtained on two widely used tests of mental ability--the Otis Quick Scoring Test of Mental Ability and the American Council on Education Psychological Examination, 1941 edition. Both of these were given in the first month of the school year so that the results might be available for counselling with the students.

The Intellectual Quotients of the seniors, as determined by the Otis Test, ranged from 74 to 136. One hundred and ninety-nine of the seniors scored below one hundred. The median score was 102.3. The frequency distribution of scores made by the seniors on this test is given in Table 39.

TABLE 39

DISTRIBUTION OF SCORES ON THE OTIS QUICK  
SCORING INTELLIGENCE TEST

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 70 - 79                  | 9         | 2                                          |
| 80 - 89                  | 60        | 13                                         |
| 90 - 99                  | 130       | 28                                         |
| 100 - 109                | 146       | 31                                         |
| 110 - 119                | 92        | 20                                         |
| 120 - 129                | 28        | 6                                          |
| 130 - 139                | 1         | 0.2                                        |

$Q_1$  - 93.4;  $M$  - 102.3;  $Q_3$  - 110.1.

The scores on the American Council on Education Psychological examination summarized in Tables 40, 41, and 42 indicate that intellectually the group is somewhat below the high school students on whose test results the publishers prepared their norms. On this test the seniors made scores ranging from 10 to 106. The median score was 63.9 as compared with a median of 74.0 as reported in the record of 1941 norms published in May, 1942.

The linguistic scores on this test ranged from 2 to 103. The median of 49 is well below the 56.7 shown in the table based

TABLE 40

DISTRIBUTION OF SCORES ON THE AMERICAN COUNCIL  
ON EDUCATION PSYCHOLOGICAL EXAMINATION  
FOR HIGH SCHOOL STUDENTS

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 0 - 9                    | 2         | 0.4                                        |
| 10 - 19                  | 3         | 0.6                                        |
| 20 - 29                  | 14        | 3                                          |
| 30 - 39                  | 40        | 9                                          |
| 40 - 49                  | 76        | 17                                         |
| 50 - 59                  | 55        | 12                                         |
| 60 - 69                  | 85        | 19                                         |
| 70 - 79                  | 75        | 17                                         |
| 80 - 89                  | 43        | 10                                         |
| 90 - 99                  | 34        | 8                                          |
| 100 - 109                | 18        | 4                                          |

Local:  $Q_1$  - 46.8; M - 63.9;  $Q_3$  - 77.7.  
National:  $Q_1$  - 58; M - 74;  $Q_3$  - 95.

TABLE 41

DISTRIBUTION OF LINGUISTIC SCORES ON THE AMERICAN  
COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION  
FOR HIGH SCHOOL STUDENTS

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 0 - 9                    | 3         | 0.6                                        |
| 10 - 19                  | 17        | 4                                          |
| 20 - 29                  | 40        | 9                                          |
| 30 - 39                  | 96        | 21                                         |
| 40 - 49                  | 69        | 16                                         |
| 50 - 59                  | 95        | 20                                         |
| 60 - 69                  | 61        | 14                                         |
| 70 - 79                  | 38        | 9                                          |
| 80 - 89                  | 21        | 5                                          |
| 90 - 99                  | 4         | 1                                          |
| 100 - 109                | 1         | 0.2                                        |

Local:  $Q_1$  - 35.3; M - 49;  $Q_3$  - 63.1.  
National:  $Q_1$  - 41.5; M - 56.7;  $Q_3$  - 84.

TABLE 42

DISTRIBUTION OF QUANTITATIVE SCORES ON THE AMERICAN  
COUNCIL ON EDUCATION PSYCHOLOGICAL EXAMINATION  
FOR HIGH SCHOOL STUDENTS

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 0 - 4                    | 15        | 4                                          |
| 5 - 9                    | 86        | 19                                         |
| 10 - 14                  | 121       | 27                                         |
| 15 - 19                  | 103       | 23                                         |
| 20 - 24                  | 73        | 16                                         |
| 25 - 29                  | 29        | 7                                          |
| 30 - 34                  | 15        | 3                                          |
| 35 - 39                  | 3         | 0.6                                        |

Local:  $Q_1$  - 10.4; M - 14;  $Q_3$  - 20.1.  
National:  $Q_1$  - 15.4; M - 19;  $Q_3$  - 25.3.

on 270 students on whose performance the publishers prepared their norms. These scores are summarized in Table 41.

The quantitative scores on the American Council Test ranged from 2 to 37. The median score of 14 is 5 points below the corresponding figure as shown in the published norms. The frequency distribution of scores on this section of the test, together with local and national quartile scores, is given in Table 42.

In December the seniors were given the Ohio College Aptitude Test as part of a statewide testing program. The results are summarized in Table 43. The seniors scored somewhat below the marks recorded for seniors throughout the state. In all 12,375 high school seniors in the state took the test. The median score for the group was 46. The first quartile score was 34 and the third 70. For the seniors studied the scores ranged 16-133 with a median of 43. First and third quartile scores were 34 and 63, respectively.

Results of the foregoing tests give some indication of the native ability of the group of seniors as compared with seniors elsewhere. An evaluation of civic competence obviously requires some evidence of the ability of the group to gain information, both by reading and by listening and to express ideas in the native tongue.

The seniors were tested as to their command of the me-



TABLE 43

DISTRIBUTION OF SCORES ON THE OHIO  
COLLEGE APTITUDE TEST

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 10 - 19                  | 1         | 0.2                                        |
| 20 - 29                  | 54        | 12                                         |
| 30 - 39                  | 129       | 28                                         |
| 40 - 49                  | 83        | 18                                         |
| 50 - 59                  | 56        | 12                                         |
| 60 - 69                  | 44        | 10                                         |
| 70 - 79                  | 25        | 6                                          |
| 80 - 89                  | 26        | 6                                          |
| 90 - 99                  | 15        | 3                                          |
| 100 - 109                | 8         | 2                                          |
| 110 - 119                | 9         | 2                                          |
| 120 - 129                | 2         | 0.4                                        |
| 130 - 139                | 1         | 0.2                                        |

Local:  $Q_1$  - 34; M - 43;  $Q_3$  - 63.State:  $Q_1$  - 34; M - 46;  $Q_3$  - 70.

chanics of expression by the American Council on Education English Mechanics of Expression Test edition of 1940. On this test the seniors made scores ranging from 24 to 136 as shown in Table 44. The median score of 51.3 compares not too unfavorably with the publisher's median of 53 at the end of the twelfth grade. The test was given to the seniors during the seventh month of the year. The difference in median is about what might be expected in view of the difference in time of administering.

The reading ability of the seniors was tested by the Iowa Silent Reading Test. Scores on this test, which are summarized in Table 45 ranged from 49-114, with a median score of 81. First and third quartile scores were 73 and 89, respectively. The median for students of a corresponding grade according to the norms furnished by the publisher is 81 with the first quartile occurring at 71 and the third quartile at 90. Thus it would seem that in reading ability the seniors are very similar to other senior groups in the mid-west.

Inspection of the test scores just cited leads to the conclusion that the seniors studied are a group of normal young people which has not been subjected to any great amount of selection

TABLE 44

DISTRIBUTION OF SCORES ON THE CO-OPERATIVE ENGLISH  
TEST MECHANICS OF EXPRESSION FORM R

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 10 - 19                  | ..        | ..                                         |
| 20 - 29                  | 2         | 0.4                                        |
| 30 - 39                  | 44        | 9                                          |
| 40 - 49                  | 170       | 35                                         |
| 50 - 59                  | 182       | 38                                         |
| 60 - 69                  | 52        | 11                                         |
| 70 - 79                  | 11        | 2                                          |
| 80 - 89                  | 3         | 0.6                                        |
| 90 - 99                  | 2         | 0.4                                        |
| 100 - 109                | 2         | 0.4                                        |
| 110 - 119                | 9         | 2                                          |
| 120 - 129                | 1         | 0.2                                        |
| 130 - 139                | 1         | 0.2                                        |

Local:  $Q_1$  - 44.4; M - 51.3;  $Q_3$  - 57.8.  
 National:  $Q_1$  - 47; M - 53;  $Q_3$  - 59.

TABLE 45

DISTRIBUTION OF SCORES ON THE IOWA SILENT  
READING EXAMINATION

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 40 - 49                  | 2         | 0.4                                        |
| 50 - 59                  | 14        | 3                                          |
| 60 - 69                  | 67        | 14                                         |
| 70 - 79                  | 138       | 29                                         |
| 80 - 89                  | 143       | 31                                         |
| 90 - 99                  | 80        | 17                                         |
| 100 - 109                | 23        | 5                                          |
| 110 - 119                | 2         | 0.4                                        |

Local:  $Q_1$  - 73; M - 81;  $Q_3$  - 89.  
 National:  $Q_1$  - 71; M - 81;  $Q_3$  - 90.

on the basis of academic ability. Scores on the American Council on Education Psychological Examination in particular indicate that the general level of ability of the group is somewhat below

that of groups on which the publisher based his computation in determining the median published. Although the first quartile score on the Ohio College Aptitude Test was the same for the seniors studied as for other seniors in the state, the median and third quartile scores were 3 and 7 points lower, respectively.

That the group is one which is receptive to the type of education provided seems apparent from comparative scores on the reading and language usage examinations. The median on the reading test is exactly the same as the publisher's median for a similar group. The first and third quartile scores are respectively two points above and one point below the corresponding figures for the publisher's norms. A similar comparison of scores on the Co-operative English Test shows the seniors scores more nearly equal those of the publisher's norms than one might expect on the basis of tests of intelligence.

Much information and propaganda are now presented to citizens through radio channels. It is evident that the radio is sufficiently important to merit consideration in all issues of civic importance. Citizens who expect to be well informed in the future will doubtless spend some time listening to commentators, analysts, candidates, and promoters.

No test of oral comprehension has gained widespread prominence. For this reason the test to determine how well the seniors comprehend that which they hear was prepared by members of the high school staff. Three different sections were included to provide the students more than one opportunity to respond.

I. The paragraphs used in this section were taken from the January, 1944 edition of the Atlantic Monthly. They covered a discussion of "Business Men and Post War Problems."

II. The paragraphs used in this section were taken from the Iowa Silent Reading Test. This identical material had been covered by the students seven months earlier in the reading test. This section was included to provide a comparison between comprehension of what is read and comprehension of what is heard.

III. For this section of the test a recording of a speech by Vice-President Wallace was borrowed from the local radio station. This recording had been used at a time when the students were in school and none of them had heard the broadcast.

In the first two instances the material was read onto a recording by a high school teacher. The recordings were then

played once before the various senior classes, and the questionnaire immediately distributed and filled.

It is not possible, of course, to compare the seniors with similar groups on the basis of this test. Scores made, however, indicate the group understood well what they heard. Each part of the test consisted of 25 questions, making a possible score of 75 correct responses. Scores ranged from 27 to 65 correct replies with a median of 47. The first quartile score was 41 and the third 54. A frequency distribution of these scores is given in Table 46.

TABLE 46  
DISTRIBUTION OF SCORES ON THE ORAL  
COMPREHENSION TEST

| Scores<br>Class Interval | Frequency | Percentage of<br>Students in<br>Each Group |
|--------------------------|-----------|--------------------------------------------|
| 25 - 29                  | 6         | 1                                          |
| 30 - 34                  | 26        | 6                                          |
| 35 - 39                  | 44        | 11                                         |
| 40 - 44                  | 90        | 22                                         |
| 45 - 49                  | 93        | 23                                         |
| 50 - 54                  | 87        | 21                                         |
| 55 - 59                  | 49        | 12                                         |
| 60 - 64                  | 15        | 4                                          |
| 65 - 69                  | 1         | 0.2                                        |

$Q_1$  - 41;  $M$  - 47;  $Q_3$  - 54.

Some measure of comparison between ability to understand what is read and ability to understand what is heard is provided by scores on the second part of the test. The material used in this section, as was stated previously, was read from the Iowa Silent Reading Test taken seven months earlier. The same questions were used. Seventy-three per cent of the seniors scored higher on the oral comprehension test on this material than when they read the paragraphs themselves. Nineteen per cent scored lower on the oral comprehension test and 8 per cent made exactly the same scores.

On this section of the test the students scoring in the highest 10 per cent of the class on the basis of oral comprehension were spread throughout the entire range of the class on the basis

of their reading scores. One more of the students of this 10 per cent scored in the lower half on reading comprehension than scored in the upper half. Only one student in the highest 10 per cent in oral comprehension was also in the highest 10 per cent in reading comprehension. Nine students in the highest 10 per cent in oral comprehension were in the lowest 10 per cent in reading comprehension. Further work in this area should prove valuable for secondary education and extend the opportunities for imparting information. Investigation of the comparative ability to remember material heard and material read should also prove fruitful.

Civic competence requires the ability to understand quantitative references in the discussions read and heard. It seems apparent from the tests of reading and oral comprehension that the seniors are competent to understand articles read and discussions heard. Many matters of civic importance contain references which require some competence in number and arithmetical computation and reasoning for adequate understanding.

Just how much and what kind of number ability is needed for civic competence is a widely debated question. For the purpose of this study a test was used which cuts across many abilities in arithmetic and at the same time does not go further into mathematical ability than is generally considered important to complete participation as a citizen. A well-balanced test for this purpose is the Examination in Advanced Arithmetic--High School Level, Form A A -1- A -3, published and distributed by the American Council on Education and Science Research Associates. This test has the further advantage of being divided into four parts, each testing a different arithmetical ability. These parts are:

Part I. The items of this part measure the student's knowledge of arithmetical terminology, identification of numbers, both Arabic and Roman numerals, and judgment of relative size of numbers.

Part II. The items of this part test the student's ability to perform the fundamental processes of arithmetic with fractions, mixed numbers, complex fractions, and decimals.

Part III. The items of this part test the student's ability to perform the fundamental processes involving decimal fractions, and to handle percentage, both in finding a given per cent of a number and in finding what per cent one number is of another.



Part IV. The items of this part test the student's ability to do mathematical reasoning, solve simple problems and use formulas.

The range of scores on each part of the test, together with quartile scores, is given in Table 47. In order to permit comparison of scoring on the several parts the number of problems marked correctly has been translated into percentage scores in this same table. More detailed frequency distributions for each part showing scores made by boys and by girls are given in the Appendix (Tables A13 to A17, inclusive). Several typical problems, together with the percentage of correct responses to them, are also cited in the Appendix (Table A18).

TABLE 47

## QUARTILE SCORES ON ALL PARTS OF THE ARITHMETIC TEST

| Part  | Possible Score | Range          |        | First Quartile | Median | Third Quartile |
|-------|----------------|----------------|--------|----------------|--------|----------------|
| I     | 23             | A <sup>a</sup> | 2- 23  | 10             | 14     | 18             |
|       |                | B <sup>b</sup> | 9-100  | 44             | 61     | 78             |
| II    | 17             | A              | 1- 17  | 8              | 11     | 14             |
|       |                | B              | 6-100  | 47             | 65     | 82             |
| III   | 16             | A              | 1- 14  | 6              | 8      | 10             |
|       |                | B              | 6- 88  | 38             | 50     | 83             |
| IV    | 11             | A              | 0- 10  | 2              | 3      | 5              |
|       |                | B              | 0- 91  | 18             | 27     | 45             |
| Total | 67             | A              | 9- 62  | 27             | 34     | 43             |
|       |                | B              | 13- 93 | 40             | 51     | 64             |

<sup>a</sup>These scores represent numbers of problems.

<sup>b</sup>These scores represent percentage equivalents of A.

Scores on Part I ranged from 2 to 23. The median score of 14 represented slightly over 61 per cent of the total 23 points covered by this part of the test. The first quartile score was 10 correct responses; and the third quartile score, 18 correct responses.

Scoring on Part II, requiring ability to perform the fundamental processes, was slightly higher than on Part I. Of the 17 problems in this part of the test, fourteen boys and four girls solved all correctly. The range of scores was 1 to 17 with a me-

dian of 11. One-fourth of the students solved 14 or more.

Part III of the test was somewhat similar to Part II but included attention to the use of percentage. Only one student was able to solve as many as 14 of the 16 problems included in this part of the test. Scores ranged from 1 to 14, the median coming at 8 or exactly 50 per cent of the possible score. One-fourth of the students solved correctly 10 or more problems.

Part IV caused the students more trouble than any of the other parts. The range of scores here was from 0 to 10 of a possible 11 correct replies. The median score was 3 and the first and third quartile scores 2 and 5, respectively.

The total test consisted of 67 problems. Scores on the test ranged from 9 to 62 with the median score of 34. The first quartile score was 27 and the third quartile score 43.

In all parts of the test there was a distinct superiority in scores made by boys over those made by girls. This is particularly noticeable in the scores on Part IV.

If the assumption that mathematical competence is necessary to civic competence is correct, then schools should be concerned with the superiority shown by the boys on this test. It may be that vocational interests of boys in a war-time year could reasonably account for the difference in scores. It is not so important, however, in this case to consider the reasons for the difference in scores as to consider the consequences. Competence in arithmetical conceptions adequate for citizenship is as important to one sex as to the other. In developing a secondary curriculum to improve the civic qualities of the graduate it seems essential that more thought be given to the number concepts needed to understand the problems of the world today. Too little is known at the present time as to just what level of ability in various areas is required to give a person competence to make decisions of civic importance.

Although there is no absolute standard of mathematical ability by which to measure civic competence, the seniors studied compare very favorably with young people who took the same test elsewhere. Median scores for the various sections of the test according to the Examinations Staff of the United States Armed Forces Institute are: Part I, 12; Part II, 7; Part III, 10; Part IV, 3; and total 32. These scores were based on examinations given to approximately 350 young men who had just completed a

course of instruction in arithmetic. The median scores made by the seniors studied for corresponding sections of the test were all higher than the ones just cited with the exceptions of sections 3 and 4. The median score for the seniors on section 3 was 2 points under that furnished by the Examination Staff and the median for Part IV was exactly the same as that furnished by the Examination Staff.

It should be stated here that officials of the school in which this study was made have felt for some time that the arithmetic instruction was inadequate. The instruction in advanced mathematics has long been of a superior nature. Too little attention has been given, however, to general arithmetical instruction. Many students met the mathematics requirement in the ninth grade of junior high school and have had no further instruction in any area of mathematics for the remainder of the period of secondary education. Preliminary steps were taken to improve this situation during the year in which this study was made. Instruction is now being given to all seniors in those areas of simple arithmetic in which they are deficient. Several changes have been made to raise the general arithmetical level of graduates since the time of this study.

#### Information Possessed as a Background for Civic Competence

Tests reported thus far were such as to evaluate native intelligence and certain abilities possessed by the seniors. It is also important to determine what they actually know in certain areas which are concerned with civic competence.

Four areas were selected as being so intimately connected with civic competence as to merit evaluation in this study. These areas--knowledge of American history, civics, contemporary affairs, and the home community--are all concerned with civic organization, procedures, and decisions. It is generally considered that acquaintance with the traditions, personalities, developments, and events of one's country is a valuable aspect of, if not an absolute requisite to, good citizenship. The subject matter areas just cited deal with various periods of time and different phases of these traditions, personalities, and events.

Recently some publications have been very critical of the information possessed by young people generally. This criticism,

while directed chiefly at the teaching of American history, implies an inadequate understanding of governing bodies, present day problems and the area in which one lives. These criticisms seem to indicate that the question asked by Osburn some years ago--"Are We Making Good at Teaching History?"--is still to be answered in the negative. In his publication Osburn stated:

This study shows that the crying need for all history teaching is to concentrate on something and teach it well. . . . We need very badly a new technique in teaching--one that will require the child to think for himself rather than memorize the thought of the author or teacher. We need particularly some means of realizing some exceedingly valuable aims that are not even touched upon at present. This will afford a basis for a much more intelligent supervision of history teaching than we have had in the past--especially in secondary schools.

The educational values which can come out of a course in history are both great and manifold. We have made progress toward realization of them since the days of Herbert Spencer, but we cannot answer the question which stands as title to this volume--Are We Making Good at Teaching History?--in the affirmative--not yet. But a clear realization of the needs will go a long way toward that for which we are striving. There is still room for a revolution in the teaching of history and there is much ground for hope that the revolution is not far off.<sup>1</sup>

Exceedingly well prepared instruments for measuring achievement in American history, civics, and contemporary affairs are available. It was necessary to construct such an instrument for testing the seniors' knowledge of their home community.

#### Knowledge of American History

To test the seniors' knowledge of American history, the Examination in American History--High School Level, form SAMH-I-A-3, was used because the examination seeks to measure to what extent the student has learned to "think for himself" as Osburn has suggested. This examination consists of seven parts, each measuring some area of information or thinking ability.

Part I. Period to 1789. The items in this part deal with events, persons, ideas, movements, and developments in America up to 1789. They cover main topics such as Colonial development,

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<sup>1</sup>W. J. Osburn, Are We Making Good at Teaching History? pp. 68-69. Prepared under the Direction of W. J. Osburn and Issued by John Callahan, State Superintendent of Public Instruction. Bloomington, Illinois: Public School Publishing Co., 1926.



British policy in America, movement in America toward independence, the attempts to establish a new government, the United States under the Articles of Confederation, and the framing of the Constitution.

Part II. Period 1789 to 1860. The items in this part deal with events, persons, ideas, movements, and developments from 1789 to 1860. The main topics included are: the working of the new government; the rise of political parties, their leaders and platforms; expansion westward; movement toward greater democratization in the United States; ideas of prominent men, groups, and sections on the question of tariff, public land policy, internal improvements, slavery, states rights, foreign relations-- War of 1812, Monroe Doctrine, War with Mexico.

Part III. Period 1861 to the present. The items in this part deal with events, persons, ideas, movements, and developments to be found in the United States From 1861 to the present day. They cover main topics such as the industrialization and urbanization of the United States and the problems resulting therefrom, the growth of big business and the attempts of the government to cope with problems resulting from this phenomenon, the development of the large working class and the labor unions, the effect of industrialization on the farmers, the Populist and Progressive movements, the acquisition of overseas territory by the United States, the First World War, the growth of the United States into a world power, social, political, and economic problems of the post war world with special reference to the United States and the role of its government with reference to them.

The next four parts measure objectives defined in terms of behavior; that is, in terms of specific types of objectives.

Part IV. Identification. The items of this part measure the student's ability to place persons, events, ideas and movements, and developments in their proper historical setting, both chronologically and geographically.

Part V. Ideology. The items of this part measure the student's ability to recognize important American ideas and practices, as they have been expressed in documents and laws and in the ideas and practices and policies of certain men and groups, and to relate these ideas and practices to their authors and historical setting.

Part VI. Comparison and contrast. The items of this part



measure the student's ability to recognize similarities and differences between social phenomena and stages of development in the history of the United States.

Part VII. Interpretation and criticism. The items of this part measure the student's ability to interpret events in their historical setting and their causal connection with other events, to make critical judgments on explanatory statements concerning events and developments, to generalize and examine critically generalizations about major trends and developments, and to interpret simple charts and graphs.

The first three parts thus measure the student's knowledge of key events, persons, movements, and developments for each period. The next four parts measure not only the student's knowledge but also his abilities and skills. The whole examination constitutes an excellent test for the purpose of this study.

The results of the examination are summarized in Table 48. To allow for convenient comparison of scores on the various parts of the test the ranges and quartile scores have been translated into percentage figures. Tables in the Appendix (A19-A26, inclusive) give the scoring on each part of the test by both boys and girls. A number of typical questions and the percentage of correct responses to each are also given in the Appendix (Table A27).

Results of the test indicate that the seniors are more familiar with events and personalities in our country from 1789 to 1860 than with the periods either before or after those years. When the median scores for each part are translated into percentages, they vary from 34 per cent for Part VI to 44 per cent for Part II. For other parts the percentages are: Part I, 37; Part III, 39; Part IV, 43; Part V, 37; and Part VII, 39. The total percentage of correct responses on the first three parts (those dealing with information) is 39.8. A corresponding figure for the last four parts (those dealing with application, interpretation, and criticism of data) is 38.5 per cent.

In view of the countless number of facts available to the test maker, it is to be expected that many will be chosen with which individual students are unfamiliar. Because of the great number of historical facts it is obviously impossible to teach or know all of them.

The results of the American history test give evidence that some high school seniors know a great many of the facts about

TABLE 48

QUARTILE SCORES ON ALL PARTS OF THE  
AMERICAN HISTORY TEST

| Part  | Possible Score | Range                | First Quartile | Median | Third Quartile |
|-------|----------------|----------------------|----------------|--------|----------------|
| I     | 26             | A <sup>a</sup> 2- 24 | 7              | 9.5    | 12             |
|       |                | B <sup>b</sup> 8- 96 | 27             | 37     | 46             |
| II    | 32             | A 3- 28              | 10             | 14     | 17             |
|       |                | B 9- 88              | 31             | 44     | 53             |
| III   | 82             | A 11- 58             | 28             | 32     | 38             |
|       |                | B 13- 71             | 34             | 39     | 46             |
| IV    | 44             | A 5- 34              | 15             | 19     | 23             |
|       |                | B 11- 77             | 34             | 43     | 52             |
| V     | 46             | A 5- 35              | 14             | 17     | 20             |
|       |                | B 11- 76             | 30             | 37     | 43             |
| VI    | 29             | A 1- 29              | 8              | 10     | 12             |
|       |                | B 3-100              | 28             | 34     | 41             |
| VII   | 60             | A 8- 45              | 18             | 23     | 27             |
|       |                | B 13- 75             | 30             | 39     | 45             |
| Total | 150            | A 29-114             | 49             | 60     | 69             |
|       |                | B 19- 76             | 33             | 40     | 46             |

<sup>a</sup>These scores represent number of problems.

<sup>b</sup>These scores represent percentage equivalents of A.

their country. These may be said to possess a high degree of civic competence. The number is large enough to indicate that high school students can learn those things about their country which competent educators consider important. It is large enough to offer history teachers a fertile field in which to probe for evidence as to why some are so competent and others are not. More real evidence of this nature should be of inestimable value to the secondary teachers of the United States.

#### Knowledge of Civics

A companion test to the one used in American history was administered to the seniors in measuring their knowledge of civics. This test was Examination in Civics, High School Level, TOSM, AI-T, Form 318. The test is made up of four parts, each measuring a specific area of knowledge or intellectual ability.

Part I. The items of this part are designed to measure the student's knowledge of terms commonly used with reference to the organization and processes of government.

Part II. The items of this part are designed to measure predominantly the student's knowledge of the structure and functions of government--federal, state, and local.

Part III. The items of this part are designed to measure predominantly the student's knowledge of, and ability to interpret, generalize, and evaluate statements about how the government actually operates.

Part IV. The items of this part are designed to measure predominantly the student's ability to interpret, to generalize, and evaluate statements about the role of government in society as a whole; the relationship of government to social and economic problems and how the government acts to meet problems arising in an industrialized society.

The distributions of scores on the four parts are quite similar to each other. Table 49 contains the range and quartile scores for each part. To permit of comparison of the scoring in the separate parts the numbers of correct responses have been translated into percentage scores. Tables showing scoring by both boys and girls on each of the parts have been placed in the Appendix (Tables A28-A32, inclusive). There also will be found some typical questions, together with the number of correct responses to each in Table A33.

As in the case of American history the students did somewhat better in the parts calling for identification of facts than in those requiring ability to interpret, generalize, and evaluate. Scoring on Part I, measuring knowledge of terminology, was higher than on any of the other parts, with Part II, measuring knowledge of the structure and function of government, slightly below this. When the quartile scores are translated to a percentage basis, the students scored somewhat better in civics than in American history.

The figures range from a median percentage of 43 in Part IV to 53 in Part I. Corresponding figures for Parts II and III are 48 and 47 per cent, respectively.

Undoubtedly some, at least, of this superiority is traceable to recency of instruction in the course. The students study civics during their last year in high school, and American history during the junior year.

TABLE 49  
QUARTILE ON ALL PARTS OF THE CIVICS TEST

| Part  | Possible Score | Range                | First Quartile | Median | Third Quartile |
|-------|----------------|----------------------|----------------|--------|----------------|
| I     | 15             | A <sup>a</sup> 1- 15 | 6              | 8      | 10             |
|       |                | B <sup>b</sup> 7-100 | 40             | 53     | 67             |
| II    | 46             | A 6- 38              | 18             | 22     | 27             |
|       |                | B 13- 83             | 39             | 48     | 59             |
| III   | 45             | A 5- 37              | 17             | 21     | 24             |
|       |                | B 11- 82             | 38             | 47     | 53             |
| IV    | 30             | A 0- 26              | 10             | 13     | 17             |
|       |                | B 0- 87              | 33             | 43     | 57             |
| Total | 135            | A 25-111             | 51             | 64     | 75             |
|       |                | B 19- 82             | 38             | 47     | 56             |

<sup>a</sup>These scores represent number of questions.

<sup>b</sup>These scores are percentage equivalents of A.

Questions on Part I of the test cover terminology used in local, state, and federal government. Logrolling, filibuster, Monroe Doctrine, Articles of Confederation, checks and balances, recall and injunction are among the terms whose meanings the students are asked to identify. Seven students were able to identify but one of the terms properly; three were correct in all their replies. The upper fourth of the class identified ten or more of the fifteen terms properly.

The students scored somewhat lower on the part of the test measuring their knowledge of the structure and functions of government than on the part dealing with terminology. Of the forty-five questions, no student scored less than six correct answers nor more than thirty-eight. The upper fourth of the class answered correctly 60 per cent or more of the questions.

It is surprising to learn that only one-fourth of the seniors realize that the use of the income tax as a source of revenue for local governments has been growing. Four-fifths of the students properly place the authority for prosecuting those who pass counterfeit money.

Scoring on Part III concerning actual operation of the government is quite similar to that on Part II, just described.

The distribution of scores is more evenly spread throughout the range of responses in Part III than in Part II, but the median and quartile scores in Part III are within 1 to 4 per cent of corresponding scores for Part II, the latter scores being higher in all cases.

Scores on Part IV, calling for ability to interpret, evaluate, and generalize, were slightly below those on the other three parts. Thirty per cent of the class were correct in more than half the responses.

If secondary schools are to assume their full share of responsibility for improving the civic competence of their students, the lag in scores calling for interpretation, generalization, and evaluation would seem to indicate a need for different emphasis in teaching. There has been some hesitancy in changing the method of history teaching because of the lack of evaluating outcomes other than acquisition of facts. The development of tests such as those used in this study in measuring achievement in American history and civics is highly encouraging. Alert teachers will take advantage of this and gain confidence in mastering new techniques for helping their students develop the more abstract mental processes. Results of the civics test give evidence that the students have been taught many facts. Schools must now devise better ways of going beyond the realm of knowing into those of thinking and doing.

It was suggested earlier that the school in which this study was made was concerned with development of greater arithmetical competence in its students. A move toward a better social studies program began some time before the one mentioned concerned with arithmetic.

Action to revise the teaching of social studies was actuated by results of the annual senior questionnaire. The value of social studies was so minor in the estimation of the student body that one-half were designating such study as the "least useful" subject taken in high school and a negligible number--less than 5 per cent--were calling it the "most useful."

The faculty felt that one very important outcome of a high school course in social studies should be a feeling of the importance of knowing about one's country and its government. The graduate who had taken such a course should, the faculty agreed, have developed sufficient interest in reading and studying that



education in civic matters should continue after formal school days ended. Their assumption that a person having this interest should be a better citizen seems sound.

At the time the present study was made the attitude of the students toward the value of social studies was markedly better. About one-fourth of the students (32 per cent of the boys and 20 per cent of the girls) in the senior class studied regarded social studies as the least useful subject taken in high school. An almost equal number, however (22 per cent of the boys and 24 per cent of the girls) regarded history, civics, and so forth, as the most useful subjects studied during their high school career.

Only the passage of time can decide how much such an attitude might improve the civic competence and worth of the seniors. It seems logical, however, that high school seniors who leave school feeling that the study of their country and its government is of value are more likely to continue an interest in the problems of their country than those lacking such a feeling.

#### Knowledge of Contemporary Affairs

Civic competence is demonstrated by information about present day conditions and problems as much if not more than by knowledge of past problems and conditions. The welfare of our country is safest in the hands of citizens who are alert to present day events and forces in addition to being informed on our traditions and history.

This knowledge of contemporary affairs must cover more areas than that of government itself to be an aid to effective civic competence. Decisions influencing group welfare must be based on a knowledge of all factors concerned, not only those of civic expediency. The total welfare of the community depends on the sum of its economic, educational, recreational, health, political, and other resources. In view of the foregoing a test of knowledge of contemporary affairs in several areas was selected to be given to the seniors studied.

The Co-operative Affairs Test for High School Classes prepared by the American Council on Education is such a test. This test is divided into six parts.

Part I. The items in this part measure the student's knowledge of current events in the fields of politics and military occurrences.

Part II. The items in this part measure the student's knowledge of current events in the field of social and economic happenings.

Part III. The items in this part measure the student's knowledge of current events in the fields of science and medicine.

Part IV. The items in this part measure the student's knowledge in the field of current literature.

Part V. The items in this part measure the student's knowledge of current happenings in the fields of the fine arts, music, and the drama.

Part VI. The items in this part measure the student's knowledge of current personalities and happenings in the amusement world.

On the basis of scores on this test the seniors are well and widely informed about what is going on in the world in which they are preparing for citizenship. On the total test and on each part there are, it is true, students who demonstrate very little knowledge of the items mentioned. On the other hand there are those who indicate a thorough acquaintance with happenings in all fields. Civic competence may be thought of as being a group as well as an individual quality. An ideal situation might be one in which every citizen possesses all the knowledge, abilities, and admirable traits of character, but in actual life we are forced to depend on the mass of people being sufficiently alert and well informed to make judgments based on majority decision, sound and well considered.

The range and quartile scores on the separate parts of the contemporary affairs test are given in Table 50. To allow for ready comparison of scoring on the several parts the figures showing the number of correct responses have been translated into percentage scores. Additional tables showing the distribution of scores on each part by both boys and girls have been placed in the Appendix (Tables A34-A40, inclusive). Certain typical questions and the percentage of correct responses to each are also reported in the Appendix, Table A41.

Keeping abreast of political and military events in a nation engaged in what is popularly called a "global" war, is a monumental task. In the thirty questions in this area reference is made to such widely scattered locations as North Africa, Germany, Marshall Islands, Italy, South America, Guadalcanal, Bismarck Sea,

TABLE 50

QUARTILE SCORES ON ALL PARTS OF THE CONTEMPORARY  
AFFAIRS TEST

| Part  | Possible Score | Range                | First Quartile | Median | Third Quartile |
|-------|----------------|----------------------|----------------|--------|----------------|
| I     | 30             | A <sup>a</sup> 2- 28 | 11             | 14     | 18             |
|       |                | B <sup>b</sup> 7- 93 | 37             | 47     | 60             |
| II    | 30             | A 0- 27              | 13             | 17     | 20             |
|       |                | B 0- 90              | 43             | 57     | 67             |
| III   | 15             | A 0- 15              | 7              | 8      | 10             |
|       |                | B 0-100              | 47             | 53     | 67             |
| IV    | 15             | A 0- 14              | 4              | 6      | 8              |
|       |                | B 0- 93              | 27             | 40     | 53             |
| V     | 15             | A 0- 14              | 4              | 6      | 8              |
|       |                | B 0- 93              | 27             | 40     | 53             |
| VI    | 15             | A 0- 15              | 6              | 9      | 11             |
|       |                | B 0-100              | 40             | 60     | 73             |
| Total | 120            | A 7-104              | 48             | 59     | 73             |
|       |                | B 6- 87              | 40             | 49     | 61             |

<sup>a</sup>These scores represent number of problems.

<sup>b</sup>These scores are percentage equivalents of A.

and Rumania. In addition to these more general locations names of smaller areas such as Taranto, Tarawa, Donets, Dakar are found. Questions on political events include reference to conferences at Moscow and Teheran, status of the president of the Philippines, factors in the Yugoslavia forces, South American revolts, the President of Argentina, state government in the Soviet Union, and the French Committee of National Liberation.

Information such as is drawn upon by questions of this nature extends the meaning of "civic" to a much broader connotation than a merely local one. Students who score well on this part of the test must have an acquaintance with facts touching upon all parts of the world. The median score on this section is 14--just one less than half the number of questions. Eighty-six students scored twenty or more correct responses. The middle 50 per cent of the class made scores ranging from eleven to eighteen. In view of the vast amount of information covered by the questions, the high school seniors certainly demonstrated a wide fund of knowledge of events in this area.

Items mentioned in the section entitled "Social and Economic" events also touch on widely scattered parts of the world and types of happenings. Questions on salvage drives, rationing, and government operation of the coal mines are found alongside mention of conditions in India, the Geneva Convention governing treatment of prisoners of war and exchange of American and Japanese civilians.

The seniors exhibited an even better acquaintance with events in this field than with the first part. The median score is seventeen of a possible thirty. Nearly a third of the class were correct in twenty or more responses.

Whether because of emphasis due to the war or some more obscure reason, more students did exceptionally well in the field of events in science and medicine than in any other. Five students were correct on all fifteen responses to questions in this part of the test. Eight more missed but one item each. The nature of the subject matter makes these questions somewhat more vocationally specialized than some other parts of the test.

While it is true that information called on by these questions is definitely tinged with a war time coloration, yet innovations such as electron microscopes, material for the prevention of tooth decay, polar projection maps, sulfa drugs, and gyro stabilizers certainly provide means for the betterment of a peace-time world. Young people just starting on their civic life should be better equipped for their citizenship responsibilities because of knowledge of such things.

The fact that quartile scores in the field of literature are somewhat lower than in some of the other areas is not necessarily discouraging. The fifteen questions here cover more reading than any one person can very well do. Rather it is remarkable that so many students indicate such a widespread acquaintance with novels, biographies, historical work, poems, and religious writings.

As in the part dealing with science and medicine, the questions on fine arts are somewhat more specialized. About one-third of the class were correct in more than half of their replies. This furnishes a group of citizens rather well acquainted with the field of fine arts to provide leadership for the relatively few decisions in this area which are of civic importance.

With the advancing industrialization of the nation the use



of leisure time in appropriate amusement and avocational pursuits is necessary to insure a citizenry well balanced in interests and social satisfactions. As is to be expected the seniors scored somewhat better in this field than in the others, but not markedly better than in Parts I and II.

Information drawn upon here covers a background of different types of recreational pursuits, radio listening, motion picture attendance, reading of sport pages, and cultivating the acquaintance of commentaries on film and other entertainment personalities. Although seven seniors were unable to respond correctly to any of the questions, the class median is 9 of fifteen possible correct answers. One-fourth of the class replied correctly to eleven or more.

Three-fourths of the class responded correctly to 40 per cent or more of the one hundred and twenty questions. One-fourth were correct in over 60 per cent of their responses. These figures are very encouraging on a test covering six very different areas of events covering a year's time and occurring not only in our own country but in foreign lands as well.

#### Knowledge of Home Community

It would seem logical if a citizen were to demonstrate an adequate degree of civic competence that he should know something of his home community, its government, resources, officials, and needs. Since our government is based on a proper division of power between local and larger governing bodies, citizens should consider local problems in light of the inter-play of effect between their own community and the larger unit of which it is a part.

The test on the home community was prepared by the high school staff. It was designed to cover more than merely routine questions of form of government and names of officials. Although these topics were covered, the traditions, labor conditions, living conditions, and geography of the city were also subjects about which the students were questioned.

One question mentioned the part played by the community in the Civil War. Another asked the principal sources of employment open to residents of the city. A comparison of the cost of living in Springfield with other nearby cities was asked for. The form of city government, qualifications for voters, certain



phases of municipal ownership, and location of places of importance or interest--all are examples of questions asked by the test.

The range and quartile scores on this test are given in Table 51. As in the case of the American history and other tests a distribution of the scores on this test together with some typical questions and the percentage of correct responses to each are given in the Appendix (Tables A42 and A43). Of the ninety-six questions comprising the test, the smallest number answered correctly by any one student was fifteen. One student was correct in answering eighty-six, and fourteen were correct on eighty or more.

TABLE 51  
QUARTILE SCORES ON TEST OF HOME COMMUNITY

| Possible Score | Range                                        | First Quartile | Median   | Third Quartile |
|----------------|----------------------------------------------|----------------|----------|----------------|
| 96             | A <sup>a</sup> 15-86<br>B <sup>b</sup> 16-90 | 49<br>51       | 59<br>61 | 68<br>71       |

<sup>a</sup>These scores represent numbers of questions.

<sup>b</sup>These scores represent percentage equivalents of A.

A comparison of quartile scores on a percentage basis with the scores made on American history, civics, and contemporary affairs indicates that the seniors know markedly more about the questions covered by this test than any of the others. Table 52

TABLE 52  
PERCENTAGE COMPARISON OF QUARTILE SCORES ON FOUR TESTS

| Test                    | First Quartile | Median | Third Quartile |
|-------------------------|----------------|--------|----------------|
| American history.....   | 34             | 40     | 46             |
| Civics.....             | 38             | 47     | 56             |
| Contemporary affairs... | 40             | 49     | 61             |
| Home community.....     | 51             | 61     | 71             |

permits a ready comparison of the scoring on these four tests. Three-fourths of the class replied correctly to 51 per cent or more of the questions; the median score represented 61 per cent of the total possible score, and the third quartile score represented 71 per cent of the total possible.

Although these figures are, as has been pointed out, higher than on the other informational tests there is no real evidence that the students know any more of the total information available about their home community than about the larger areas. There is reason to believe, however, that the seniors evidence a wide familiarity with many aspects of the city in which they live.

### Summary

Scores on tests of mental ability show that the group studied is less selected in academic ability than the groups on which the publishers based their norms. This is fortunate for the purpose of this study since it is more nearly a cross section of American citizenry than would be a group from which most of the weaker students had been eliminated.

From the results of tests of reading ability, ability in the mechanics of expression and arithmetic the seniors seem to have profited well from the type of instruction provided. In every such test their scores were nearer the national norms than one would expect by reference to the scores on tests of mental ability. In some instances the seniors scored above the corresponding figures made by groups on which the norms were based.

On tests of information in areas which seem closely connected with civic competence--American history, civics, contemporary affairs, and knowledge of the home community--the seniors indicated that they knew much of the information covered by the tests. Their scores were lowest on the American history test. There is reason to believe that the school should give attention to greater motivation in this field. Median scores based on the percentage of correct responses ranged from 40 per cent in American history to 61 per cent in the test on the home community.

It seems a safe assumption that a young person graduating from high school will be a better citizen if he possesses an interest in the study of his country, its government and problems, and a feeling of the importance of such study. It is encouraging

that about as many consider social studies the most important subject taken in high school as consider it the least important.

## CHAPTER VI

### CONCLUSIONS AND IMPLICATIONS FOR SECONDARY EDUCATION

#### Conclusions

Examination of the literature concerning the development of the educational system of the United States leads to the conclusion that this system was expected to develop in the children of the land those qualities which might make them good citizens in a democracy. Confusion as to how this might best be done seems to have grown up with the schools themselves.

Stress on the "three R's" as the basic fundamentals which schools should strive to instil seems to have been urgent from the first. This stress has grown until the ability to read, write, and compute have become, in the minds of many, the end of education instead of the tools whereby one might make of himself a better citizen. Good citizens are a long time in the making. Memorization of facts and training in penmanship take relatively a short time. Since teachers as well as students enjoy having a sense of accomplishment, a disproportionately greater value was attached to those things which were readily taught and quickly evaluated. The result was that the primary objective of the public schools--the development of good citizens--was pushed into the background.

So eager did schools become to develop proficiency in reading that some very important truths were lost sight of. Among these were such as: (1) Ability to read does not guarantee an interest in reading material inclined to make one a better citizen. (2) What one reads about one's country is important to the extent that it changes his feeling toward his country. (3) Reading is but one method of influencing a person's attitudes and ways of thinking. We are still slow in making use of other means of dispensing information and changing ideals.

Since much of the attention of the schools was devoted to training in skills and memorization of facts, instruments of evalu-

ation were developed to measure possession of those things to the almost total exclusion of measurement of such "intangibles" as good judgment, self discipline, concern for others, acceptance of civic responsibilities and high ideals. As a result we know but little of the actual worth of our graduates in terms of civic qualities.

In examining the seniors for the purpose of the present study some of the instruments were highly objective; others were frankly subjective. It seems evident that the use of subjective ratings will be necessary if schools undertake to determine the extent to which their students grow in qualities of character and attitudes. An important aspect of civic competence is the effect one has on his associates and fellow citizens.

Results of the tests and ratings lead to certain conclusions.

1. There is little evidence supporting the wave of pessimism concerning high school young people which is so prevalent today. Teachers and business men alike expressed a high opinion of the seniors on the qualities under consideration.

This favorable opinion of the seniors is all the more encouraging in view of the high degree of unanimity on the part of the teachers. It must be admitted of course that the judgment rendered by the teachers was the result of pupil conduct in the classroom--at best a rather restricted and unnatural situation. When observations were made of the conduct of the seniors as they moved freely and informally about the building, however, the results were equally favorable to the seniors.

The employers were even more complimentary to the seniors in their ratings than the teachers. This offsets any suspicion that the teachers might be rather "on the defensive" and attempting to put the product of their work in a better light. Employers also rated high school seniors markedly higher than they did non-high school young people of similar age.

More evidence is probably needed as to which is cause and which is effect in assuming a superiority on the part of the seniors as a result of this rating. It is just as possible that only the more desirable young people remained in school as it is that the school caused any superiority. This argument, however, does not lessen the superiority. Even though the school may be to some degree a selective as well as an educative agency, the fact re-



mains that employers prefer high school seniors to young people who have not had this advantage.

2. The consistency with which employers rated seniors higher than did the teachers leads one to reason that a difference of standards, evaluative skill, motivation, or reward exists. The reasons for this difference may be varied and complex but a difference there must undoubtedly be.

It also seems that some of the qualities which make for a satisfactory employee might as easily make a student a problem in a classroom situation. Teachers rated the boys in the class noticeably lower than they did the girls. Employers on the other hand rated the boys higher than did the teachers in 80 per cent of the cases. This was true for but 50 per cent of the girls. In no case did an employer rate a boy lower than did the teachers, whereas this occurred for 7 per cent of the girls.

3. One also concludes that teachers give consideration to academic proficiency in rating students or else color their issuance of academic grades in keeping with the student's record as a disciplinary problem. Boys in the group were much more likely to rank higher on objective test scores than when ranked according to grades given by the teachers. This tendency was much less noticeable in comparing the academic rank of the girls with their ratings by employers, teachers, and test scores. It seems very probable that the boys possess certain characteristics, such as restlessness, independence, or even mischievousness, which influence teachers to consider them poorer students than is actually the case. The presence of an overwhelming majority of women teachers might even be a factor.

4. On the basis of all the evidence at hand the seniors possess sound judgment in evaluating their contemporaries. The point has often been made that one very important element of civic competence is ability to choose leaders wisely. Evidence of this ability is apparent on the part of the seniors.

In no case among the thirty-six selections made by the seniors does there appear to have been a really poor choice made. Ratings by teachers, academic records, disciplinary and attendance records, all support the choices made for the position for which selected.

5. There is a distinct connection between academic ability in subject matter areas dealing with civic information and willing-

ness to accept civic responsibilities. The number of seniors taking part in the two civic projects selected for study was much greater proportionately among those ranking high on tests of information in the social studies area.

This conclusion differs from that reached by Howard Wilson who studied high school students in New York state. The extent to which the two conclusions are at variance is difficult to determine, however, since Wilson's comparison was on the basis of time spent in school, rather than in terms of what a citizen really knows about his country. It is entirely possible that many people who quit school early in life have by their own initiative become better informed than others who have continued in school to graduate from college.

6. The seniors are remarkably liberal in their outlook on current problems. Responses to the social beliefs test indicate a surprising inclination to break with conservative and long established procedures and ideas in search for a better way of meeting and answering problems.

This liberal attitude, combined with the quality of judgment in selection of the leaders previously discussed, should be of value to the seniors in future citizenship. The very marked shrinking of the world's boundaries will inevitably bring more complex problems and demand a greater freedom from prejudice and discrimination if a satisfactory life is to be achieved by any people.

7. The best measure of civic competence is behavior. This statement does not imply that the responsibility of the schools for imparting information and developing skills should be neglected. On the contrary it means that schools should concentrate on these outcomes to a more effective degree than is possible when information and skills are the end of education rather than tools by which more effective living takes place.

Tests given the seniors which measured their possession of information and skills show that these outcomes of education have not been neglected at the expense of the less tangible goals. In fact there is every reason to believe that the quality of instruction in information and skills provided the seniors has been very good indeed.

Tests of native ability such as the American Council on Education Psychological Examination and the Ohio College Aptitude

Test show that the group studied is much less of a selected group than are the students on which the publishers' norms are based. Assuming that the community in question is comparable to the others in which the tests were given, the school system has evidently retained a greater proportion of all young people of high school age than have those other communities. The effect of this greater holding power would seem to be such as to make the seniors studied as representative a group of young people as could well be found together. They represent "all the children of all the people."

On tests of educational achievement the seniors tested compared very favorably with other young people throughout the country when norms were available for comparison. There is every reason to believe that the instruction given the seniors gave as much stress to outcomes in terms of information and skills as it can rightly be expected to do.

#### Implications for Secondary Education

Any study of high school seniors which attempts to measure outcomes of education other than the acquisition of facts and the development of skills and abilities brings out clearly the need for improved and more flexible instruments of evaluation. All good workmen are interested in an accurate appraisal of their product. Thus teachers, regardless of how competent and interested in developing citizenship on the part of their students, will tend to emphasize in their teaching those qualities which they can readily measure and make a matter of record.

One very definite need of the secondary schools is an accurate and usable way of measuring such intangibles as are assumed to comprise the elements of good citizenship. The growing concern for the future of democratic government will undoubtedly give impetus to the demand for improved citizenship teaching by the public schools. Although there is no rigid enumeration of the elements of good citizenship acceptable to all educators, neither is there any great difference of opinion as to what such an enumeration might include. There would undoubtedly be some disagreement among both professional educators and laymen as to the relative importance and emphasis to be given to such qualities as tolerance, liberality of thinking, and freedom from prejudice. This disagree-

ment should not be such, however, as to prevent arrival at an acceptable definition of the good citizen which schools are striving to produce.

Several such definitions have been prepared by various educational and civic organizations in the past. It seems imperative that these elements of citizenship should receive recognition by educators and patrons alike and occupy an important place among the "fundamentals" the schools are expected to teach. This recognition should logically precede conclusive development of instruments of evaluation of the qualities of citizenship.

Even though results of the present study have indicated an acceptable level of citizenship on the part of high school seniors, a fair judgment must recognize that much remains to be done to make a wholly satisfactory situation. Too few seniors took part in the civic and other enterprises. Too wide a gap exists between the rating of a given student by a teacher and by an employer. Although no definite amount of knowledge of history and civics can be said to be the minimum essential for good citizenship, there seems reason to believe that a much better teaching of such subjects is required.

If schools are to accept the responsibility for giving greater attention to the practice of good citizenship by their students, they must also be given the opportunity to make necessary changes in organization and administration. The practicing of good citizenship is an act rather than a collection of facts. If it is to be developed, it must be given an opportunity for expression. School organization should be such as to provide students with greater opportunities to act as citizens in a democracy are expected to act. School administrators and teachers must come to realize that their task is not that of preventing all misconduct and errors, but of guiding their students in such a way that the misconduct will not be too detrimental to the errant youngster and that he will learn from his mistakes and be the better for them.

To hope that a full knowledge of the laws and structure of government of the land without attention to practicing the act of being a good citizen will make good citizens is analogous to hoping that a proficient football player might be produced by memorization of the rules of the game with no opportunity for practice under game conditions. A good football player is not



necessarily one who never makes a mistake, but is more likely to be one who profits by the mistakes he does make. So it is with a good citizen. The school should encourage more participation in life situations. An organization wherein growing citizens are protected in advance from all possibility of erring leaves little stimulation for participation and growth.

Much more needs to be known as to how attitudes and opinions are created and changed. These, at present, by-products of teaching may well become the main objectives in the near future. One's security, happiness, and general welfare are much more likely to depend on how he feels about his neighbors, and how they feel about him than on what they know about each other. The future of our country is more likely to depend on what we do about the things we read than on the quality of the reading. This statement in no wise detracts from the importance of giving attention to the art of reading itself.

Our recent experience with Germany has demonstrated the power of an educational system to mold a generation in the form demanded by its, to us, undesirable type of government. The public schools of the United States have never been so organized and administered as to shape the way of thinking and living of growing citizens of a democracy as did the schools of Germany for its young citizens. Rather have our schools concentrated more on a type of education, which, though giving attention to necessary properties, failed to go beyond the realm of knowing to that of doing.

If attention to individual differences is necessary for proper teaching of facts and skills, it is logical to assume that much more attention to these differences will be necessary to develop attitudes and habits appropriate to good citizenship. Reading has long been recognized as the primary method of gaining information. To this must now be added the art of listening to a radio and skill in interpreting films. Music, ritual, and ceremony are generally considered potent forces in creating emotional change and arousing patriotic fervor. Wise use of these and other means by the schools is indicated.

Not only must educators develop better understandings of the psychology of learning and the effect of materials, methods, and organization upon young people, but they must also come to understand those young people themselves still better. If in-



struction is to have the desired effect on students, then teachers must have a keen insight into the students' reactions to that instruction. The outcomes of education are affected more by the understandings the student develops and the effect this education has on his feelings than by the intentions or objectives professed by the teachers. A teacher, for example, may cease the giving of grades, regarding them as improper motivation. If the student, however, fails to agree with this and does not develop a substitute motive or reason for performing the tasks at hand, the result of the teacher's action may not be at all what was desired.

In this connection it might be advisable to check against the avowed objectives, the methods used by teachers in obtaining those objectives. It is entirely possible that the method used might be such as to bring about exactly the opposite outcome from the one the teacher has in mind. It is just as possible that educators do not have any objective clearly in mind in adopting a certain course of action.

As examples of the above situation might be taken the case of teachers who provide either too much or too little help for the student. The avowed objectives may be those of developing self-reliance or problem solving ability on the part of the student. Unwise practices in giving assistance may, however, defeat the purpose. Again the method used in disciplining a student may be such as to establish only the fact that the teachers are physically or authoritatively superior. The objective of teaching judgment, self-discipline, and respect for others may be overlooked entirely.

The foregoing must not be interpreted to mean that the schools of the United States have not done an excellent piece of work in the past. The record of the development of our country is such that the part played by the public school system must come in for much credit. We must recognize the fact, however, that our nation has gone and is now going through a great upheaval. An entirely new social, economic, and political structure is in the making. Citizens of the United States as it is becoming need a preparation suited to this changed environment. The statement made by Tyler concerning changed educational requirements caused by urbanization emphasizes just as emphatically the need for different educational emphases brought about by a new concept of global citizenship.

The process of urbanization has been rapid; most of it has taken place in the span of a generation. A phenomenon of such importance should be well understood, but it has grown with such velocity that we have only begun to grasp some of its major elements. We were misled in the early stages of urban development by thinking of cities as just "mammoth small towns." The urban community, we thought, is essentially like the rural community, only bigger. . . . These experiments have justified the conclusions of previous investigations. The urban community differs from the rural community not only in size but in kind. Some of its major elements are essentially different--its central forces, its forms of organizations, its effects on its members. To understand and to use rational controls of social processes, like education, in a modern urban community, we must build an ideology more in accord with the real nature of urban society.<sup>1</sup>

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<sup>1</sup>Ralph W. Tyler, "Relation of the Urban Community and the Modern School," *The School and the Urban Community*, pp. 3-4. Compiled and Edited by William C. Reavis. Chicago: University of Chicago Press, 1942.

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APPENDIX A

TESTS AND FORMS



# LIST OF TESTS USED IN THE STUDY AND THEIR

## PUBLISHERS

- American History: EXAMINATION IN AMERICAN HISTORY HIGH-SCHOOL LEVEL, Form SAMH-I-A-3. Published and Distributed by THE AMERICAN COUNCIL ON EDUCATION, 15 Amsterdam Avenue, New York City, SCIENCE RESEARCH ASSOCIATES, 1700 Prairie Avenue, Chicago.
- Arithmetic: Examination in ADVANCED ARITHMETIC--HIGH-SCHOOL LEVEL, Form AdAr-1-A-3. Published and Distributed by THE AMERICAN COUNCIL ON EDUCATION, 15 Amsterdam Avenue, New York City, SCIENCE RESEARCH ASSOCIATES, 1700 Prairie Avenue, Chicago.
- Civics: EXAMINATION IN CIVICS HIGH-SCHOOL LEVEL, TOSM, AI-T, Form 318. Published and Distributed by THE AMERICAN COUNCIL ON EDUCATION, 15 Amsterdam Avenue, New York City, SCIENCE RESEARCH ASSOCIATES, 1700 Prairie Avenue, Chicago.
- College Aptitude: OHIO STATE UNIVERSITY PSYCHOLOGICAL TEST, Form 21. Prepared by Herbert A. Toops. Published by The Test Service Division of Science Research Associates, 1700 Prairie Avenue, Chicago, Ill.
- Contemporary Affairs: COOPERATIVE CONTEMPORARY AFFAIRS TEST FOR HIGH SCHOOL CLASSES, Form 1944. Cooperative Test Service, 15 Amsterdam Avenue, New York 23, N.Y.
- English Mechanics: COOPERATIVE ENGLISH TEST, TEST A: MECHANICS OF EXPRESSION, Form R, Cooperative Test Service, 15 Amsterdam Avenue, New York, N.Y.
- Intelligence Tests: AMERICAN COUNCIL ON EDUCATION Psychological Examination For High School Students, The American Council on Education, 744 Jackson Place, Washington, D.C.  
OTIS QUICK-SCORING MENTAL ABILITY TESTS Gamma Test: Form Am For Senior High Schools and Colleges. Published by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois.
- Reading: IOWA SILENT READING TESTS New Edition, Advanced Test: Form Am For High Schools and Colleges. Published 1939 by World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois.
- Social Beliefs: SOCIAL BELIEFS TEST 4.21, Progressive Education Association, Evaluation in the Eight Year Study, University of Chicago, Chicago, Illinois.  
SOCIAL BELIEFS TEST 4.31, Progressive Education Association, Evaluation in the Eight Year Study, University of Chicago, Chicago, Illinois.

STATEMENTS USED IN PART I OF THE TEST OF  
ORAL COMPREHENSION

This is a list of 25 statements dealing with the recording on BUSINESS MEN AND POST WAR PROBLEMS, which you have just heard. Some of the statements are true, some are false, and some deal with topics not mentioned in the recording. On the answer sheet, following the number corresponding to each statement, identify those which are TRUE by filling in the circle under the column marked TRUE. FALSE statements may be identified by filling in the circle in the column under the heading FALSE. If the Statement is not mentioned in the speech fill in the circle in the column under the heading NEITHER.

BUSINESS MEN AND POST WAR PROBLEMS

1. For months business men have been making plans for changing from war to peace.
2. Chairman Nelson of the WPB will not allow publication of industrial statistics.
3. The bankers of this country favor an extension of Sec. Hull's trade agreements.
4. Many business men on duty with the government in Washington are desiring to return to their private businesses.
5. Justice Byrnes has been called our 'deputy' president.
6. Justice Byrnes has not been able to persuade Charles E. Eilson, head of General Electric, to remain longer in government work.
7. Wilson has been in charge of the output of aircraft and escort vessels.
8. The Truman Committee has been investigating the Canol oil project in Canada.
9. There is a strong likelihood that there will be a great let down in business in this country when war with Germany is over.
10. Business men at government posts in Washington have received many commendations and few criticisms.
11. The government will be in need of expert business men for some years after the war.
12. A well known British leader recently expressed a fear of a sudden peace.
13. Most politicians favor the extension of the merit system in federal offices.
14. Sec. Hull believes that the State department can prevent in-

flation by use of farm subsidies.

15. Sec. Hull established a useful precedent when he addressed Congress on the Moscow conference.
16. Representative Kefauver has presented a bill proposing a more complete separation of the powers of the Executive and Legislative branches.
18. There is an urgent need at the present time for a closer liaison between Congress and the President.
19. The writer of this article opposes the suggestion of pensions for congressmen.
20. It was a foolish oversight to send the American delegation to Atlantic City for the Relief conference without including in it at least one member of Congress.
21. Congress favors a scheme for at least a year of military service for our country's youth in peace time.
22. American manufacturers feel that they should know the total output of manufactured products in their own industry before they can make their own necessary post war plans.
23. Congress is expected to raise government salaries soon.
24. Mr. Byrnes is a poor politician and not much of a mixer.
25. Leo Crowley has been made head of the new Foreign Economic Administration.



STATEMENTS USED IN PART II OF THE TEST OF  
ORAL COMPREHENSION

This is a list of 25 statements dealing with the subject matter of the recording which you have just heard. Some of the statements are true, some are false, and some deal with topics not mentioned in the recording. On the answer sheet, following the number corresponding to each statement identify the TRUE statements by filling in the circle in the column under the heading TRUE. FALSE statements may be identified by filling in the circle in the column under the heading FALSE. If the statement is not mentioned in the recording fill in the circle in the column under the heading NEITHER.

1. In the United States the real source of all governmental authority is in the people themselves.
2. The agency for the exercise of the authority delegated by the people is called politics.
3. In a democratic nation a public officer is actually the servant of the people who elect him.
4. In order for a law to be enacted it must be approved by the Supreme Court.
5. The control of government in the American system is in Congress.
6. Citizens, by their votes, may delegate authority to officers but have no power to withdraw it.
7. Judges have no authority except that specifically granted each judge by the President.
8. Men are frequently appointed to government office because of some special party service they have rendered.
9. A voter is entitled to vote as he pleases.
10. Ambassadors are appointed from Civil Service lists.
11. According to this article the Civil Service system has corrected abuses connected with political appointments.
12. All laws passed by Congress are automatically referred to the people.
13. The Dred Scott Decision was a famous court ruling.
14. Under the Constitution of the United States the only persons who can draft a proposal for a law are Congressmen.
15. Government control is centered in the hands of the state and national officers.
16. Civil Service examinations are open only to voters from the party in control at the time.
17. A proposed measure when referred to the voters becomes a law

if approved by a majority.

18. An officer who is recalled loses his office even though the voters reelect him.
19. The Federal income tax provides money for the support of the national government.
20. Under Civil Service rules an appointment to public office is determined by the man's qualifications.
21. The initiative is a privilege which may be used only by a government officer.
22. The way to remove an unsatisfactory official from office is by means of a petition signed by a number of voters.
23. The appointment of men to government office as rewards for political service is called the Spoils System.
24. The power of government in a democracy is delegated unreservedly to one man.
25. Many state constitutions were referred to the people before they were adopted.

## STATEMENTS USED IN PART III OF THE TEST OF

### ORAL COMPREHENSION

This is a list of 25 statements dealing with the subject matter of the speech by Vice-President Wallace, which you have just heard. Some of the statements are true, some are false, and some deal with topics not mentioned in the speech. On the answer sheet, following the number corresponding to each statement identify the TRUE statements by filling in the circle in the column under the heading TRUE. FALSE statements may be identified by filling in the circle in the column under the heading FALSE. If the statement is not mentioned in the speech fill in the circle in the column under the heading NEITHER.

1. Ten per cent of the American nation was unemployed in 1932.
2. Every man has something to contribute to the productivity of this country.
3. The markets of peace must be made to be as great as the markets of war.
4. Great munition manufacturers are making huge profits from the present war.
5. The farmer has always believed in abundance.
6. Free enterprise will survive whether the world stays at peace or war recurs.
7. The war has shown that a national income of as much as 150 billion dollars is an impossibility.
8. The vital essentials for the farmer, the worker, and the small business man are full employment, full production, good wages, and reasonable prices.
9. The Securities and Exchange Commission aided promotion of Blue Sky enterprises.
10. Concentration of banking and capital might be a great handicap to free enterprise throughout the country.
11. Many business men were afraid of over production after World War I.
12. The patent system must be used for its constitutional purpose, the protection of the progress of science.
13. Patents should be open to licensing, and no license should say how much a man can make or how much he must charge.
14. Industry and agriculture need not follow the same basic economy. Industry may continue to demand high tariffs and an economy of scarcity while the farmer produces abundantly.
15. Competition in price, as well as quality and service, is the price of survival and progress.
16. Small business in this day of modern technology is out-of-

date and an obstruction to our economic life.

17. Free enterprise is inconsistent with monopolies and cartel domination of world markets.
18. Absenteeism and the attitude of labor constitutes a serious menace to our way of life.
19. In a peace time economy taxes should be levied only to produce the revenue necessary for financing the government.
20. Individuals must be given control over certain markets and a monopoly over sources of certain raw materials if our business life is to run efficiently.
21. Disposal of war plants will indicate whether the American people want to keep free enterprise.
22. Title to all war plants built at public expense should remain in the federal government.
23. By using these plants to create competition when needed, the government can insure free enterprise.
24. Not since the days of Lincoln has there been such unrest in the land.
25. This must be the century of opportunity for the plain folks in all lands.

## TEST ON SPRINGFIELD

This is a test to determine your knowledge of your home community. Select the one best answer. In a few cases more than one answer may be given. Each of these is marked. On these sheets draw a circle around the number of the answer or answers you consider right.

1. In describing Springfield one might use all but one of the following phrases:
  1. a market town.
  2. a produce center.
  3. a one-industry town.
  4. a railroad town.
  5. an educational center.
2. Springfield is able to qualify as all but one of these:
  1. the Queen City of the Ozarks.
  2. a county seat.
  3. a medical center.
  4. regional center of Federal Reserve Banking System.
3. Springfield is generally regarded as
  1. a conservative community.
  2. a daring and experimentally minded community.
4. Springfield was first settled in the period
  1. 1800 to 1810.
  2. 1810 to 1820.
  3. 1820 to 1830.
  4. 1830 to 1840.
  5. 1840 to 1850
5. The original town of Springfield was in the vicinity of
  1. the public square.
  2. Boonville and Commercial.
  3. Elm and National.
6. The Indians living in or near the site of the early settlement were
  1. Quapaws.
  2. Osages.
  3. Kickapoos.
7. During the Civil War, Springfield
  1. was too remote and backwoodsdy to be of importance to the armies.
  2. was close to the important battle of Wilson Creek and was occupied by one or the other of the armies during the war.
  3. saw little or nothing of the war.
8. Springfield is classified as
  1. a first class city.
  2. a second class city.
  3. a third class city.



9. The classification of a city affects
  1. the amount of bonded indebtedness it may incur.
  2. the number of high schools it may establish.
  3. the number of city officials.
10. According to the Bartholomew plan, the civic center would be built
  1. on the square.
  2. around the present court house, post office, etc.
  3. on the site of O'Reilly after the war.
11. In general the cost of living in Springfield as compared to Kansas City or St. Louis is
  1. higher.
  2. lower.
  3. about the same.
12. Employment conditions for young people in Springfield are governed by all but one of the following:
  1. no person under 16 years of age can drive a car.
  2. no person under 18 years of age can be employed in hazardous occupations by firms doing interstate business.
  3. no person under 21 years of age can get a social security card.
  4. no high school girl can be employed to work in a store more than 9 hours a day.
13. Springfield would be described as
  1. a union town.
  2. an open shop town.
  3. a town with well organized labor unions but with a plentiful supply of unorganized workers.
14. Which of the following ways of making a living represent major occupations in Springfield? (Fill in the space after the number corresponding to each major occupation. You may have several answers.)
  1. mining.
  2. creameries.
  3. quarrying.
  4. garment factories.
  5. oil refineries.
  6. railroading.
  7. steel mills.
  8. feed and flour mills.
15. A voter in Springfield must have all but one of the following qualifications. He must
  1. be over 21 years of age.
  2. have lived in the county 60 days.
  3. have lived in the state 1 year.
  4. have lived in the precinct 10 days.
  5. have been properly registered.
  6. have voted in the last election.
16. The form of city government which Springfield has is called
  1. the city management plan.
  2. the mayor-council form.
  3. the Commission form.
17. The Board of Education is
  1. appointed by the mayor and confirmed by the city council.
  2. appointed by the state superintendent of schools.
  3. nominated by the Democratic and Republican central com-

mittee and elected by the people.

18. Members of the School Board are paid:
  1. \$100 a month.
  2. \$900 for the school year.
  3. nothing but do the work as a public service.
19. The purpose of the Chamber of Commerce is
  1. to protect the business interests of its members.
  2. to promote the economic and civic welfare of the city.
  3. to pass laws for the city.
20. The city of Springfield owns and operates
  1. Springfield Gas and Electric Company.
  2. Springfield Water Company.
  3. Hazelwood Cemetery.
  4. Springfield City Hospital.
  5. Springfield Laundry.
  6. Doling Park.

More than one  
answer is  
possible.
21. The Springfield Gas and Electric Company was recently ordered by the Missouri Public Service Commission to reduce its rates. This was ordered because
  1. the citizens of Springfield were dissatisfied with the service rendered by the gas and light company.
  2. the company's rates were so fixed that they were making more than a fair profit.
  3. the Constitutional Convention recommended public ownership of utilities.
22. The city elections are non partisan. By that is meant:
  1. the political parties do not endorse and support nominees.
  2. the political parties divide the offices between them.
  3. the voters may select candidates from one political party only.
23. The city government is made up of five departments:
  1. Department of Public Safety (The Mayor).
  2. Department of Health.
  3. Department of Revenue.
  4. Department of Streets.
  5. Department of Utilities.

Below is a list of duties and services which the people of the city expect from their city government. On the answer sheet place the number of the department responsible for the work after the number given each service.

1. appoints the chief of police.
2. issues food handlers' permits.
3. appoints the fire chief.
4. collects city taxes.
5. issues merchants' licenses.
6. registers births.
7. appoints park board.
8. enforces quarantines.
9. collects garbage.
10. supervises bus service.
11. cuts weeds.
12. inspects alleys.
13. pays city bills.
14. purchases supplies for the city.
15. repairs streets.

16. appoints zoning commission.
  17. enforces building code regulations on plumbing.
  18. enforces building code regulations on electric wiring.
24. At the April election Springfield will choose three of these department heads. On the answer sheet circle the number corresponding to the office to be filled using the list and the numbers given at the beginning of question 23.
25. The following courts hold session in Springfield:
1. Circuit Court.
  2. Justice of the Peace Courts.
  3. Springfield Court of Appeals.
  4. Federal Court.
  5. Municipal Court.

Below is a list of cases tried in these courts. By placing the number given the court after the number corresponding to the offense, indicate the court in which each offense or legal difficulty would be tried or settled.

1. traffic offenses.
  2. eviction from property for non payment of rent.
  3. disturbance of peace.
  4. collection of small debts.
  5. preliminary hearings of criminal cases.
  6. divorce cases.
  7. juvenile criminal cases.
  8. damage suits involving large sums.
  9. naturalization.
  10. disbarment of lawyers.
  11. mail robbery cases.
  12. bootlegging and narcotic violations.
  13. determining if decision of other courts is according to law.
  14. counterfeiting.
26. The following is a list of outstanding Springfieldians. Opposite are phrase descriptions of them. Place the number of the description after the number given the person.
- |                           |                                            |
|---------------------------|--------------------------------------------|
| 1. H. P. Study            | 1. secretary of the Chamber of Commerce.   |
| 2. Tom Watkins            | 2. Frisco general manager.                 |
| 3. Louis Reps             | 3. newspaper editor.                       |
| 4. M. D. Lightfoot        | 4. member of the Board of Education.       |
| 5. George Olds            | 5. civic reformer.                         |
| 6. L. E. Meador           | 6. delegate to Constitutional Convention.  |
| 7. Roy Ellis              | 7. president of State Teachers College.    |
| 8. James F. Findlay       | 8. independent local merchant (Southside). |
| 9. J. E. Potts            | 9. chairman USO Board and civic leader.    |
| 10. L. H. Turner          | 10. president of Drury College.            |
| 11. George E. Foster, Jr. | 11. commanding officer of O'Reilly.        |
| 12. Docia Karell          | 12. head of Federal Medical Center.        |
| 13. Walter Pettit         | 13. manager of Fox Theaters.               |
| 14. Warren White          | 14. Frisco Superintendent of Motive Power. |
| 15. C. W. Greenwade       | 15. northside book dealer.                 |

- |                     |                                |
|---------------------|--------------------------------|
| 16. Paul Harris     | 16. superintendent of schools. |
| 17. Claude Rathbone | 17. president of a bank.       |
| 18. F. H. Shaeffer  | 18. postmaster.                |
| 19. F. G. Lister    | 19. judge of circuit court.    |
|                     | 20. bank official.             |
|                     | 21. newspaper feature writer.  |

27. Select from the list below the institution or establishment marked on the map by numbers. Indicate your answer by placing the number in front of the name in the list below on the line after the number on the answer sheet that corresponds to the number on the map.

- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1. Frisco Roundhouse.         | 10. Drury College.                  |
| 2. O'Reilly General Hospital. | 11. Fassnight Park.                 |
| 3. stockyards.                | 12. railroad station.               |
| 4. national cemetery.         | 13. city hall.                      |
| 5. Frisco Main Shops.         | 14. court house.                    |
| 6. high school.               | 15. State Teachers College.         |
| 7. American Legion Home.      | 16. post office.                    |
| 8. Maple Park Cemetery.       | 17. Reynolds Manufacturing Company. |
| 9. Federal Medical Center.    | 18. Chamber of Commerce.            |

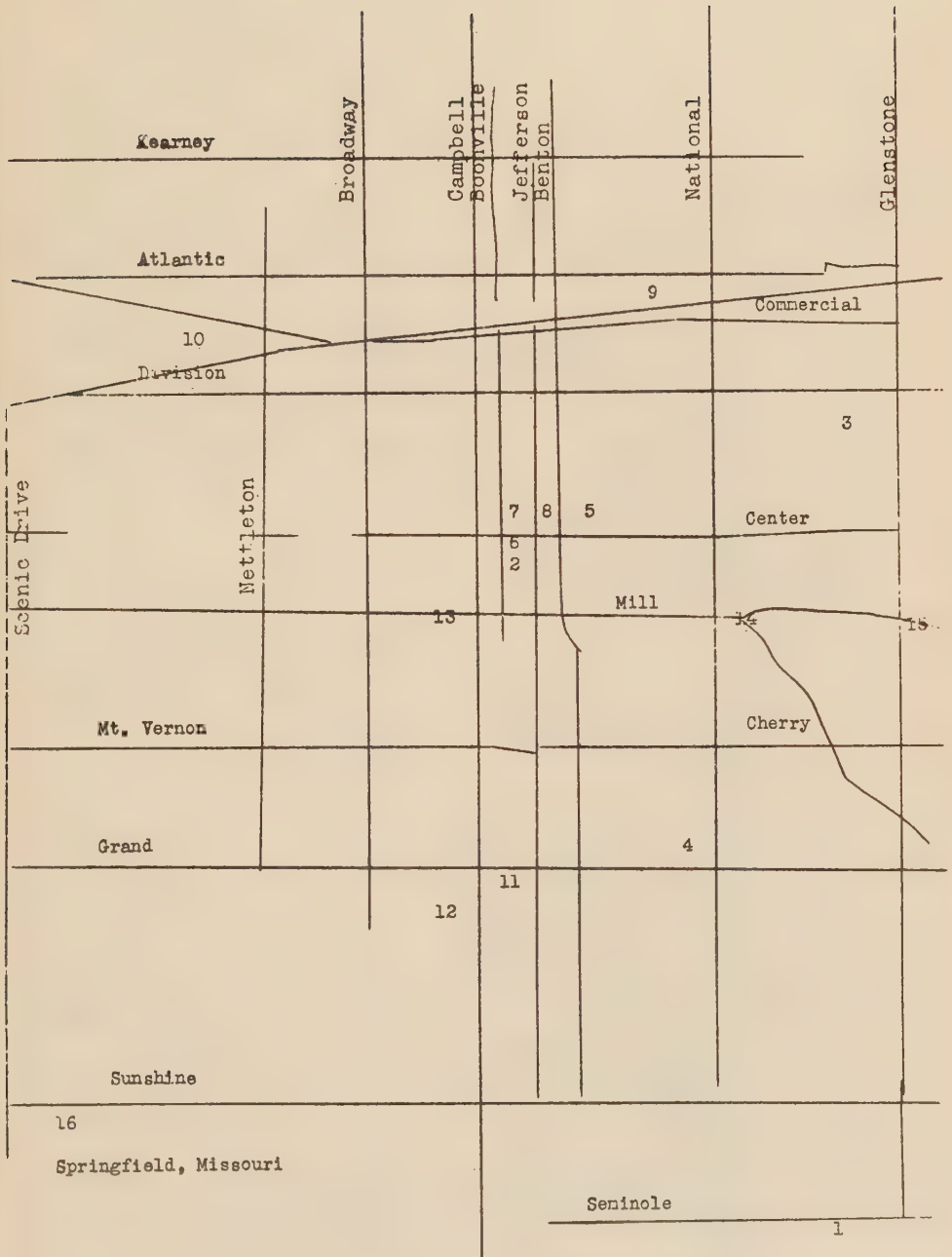


Fig. 1



## RATING SCALE USED BY TEACHERS

Name of Pupil \_\_\_\_\_ Date \_\_\_\_\_

Filled in by \_\_\_\_\_ Please return to \_\_\_\_\_

(Advisers are to return the completed copies with the Summary Sheets.)

---

### BEHAVIOR RATING BLANK

---

A. How prompt is he in meeting his obligations?

Please record here instances that support your judgment.

- \_\_\_ 1. Always prompt; begins work ahead of time.
- \_\_\_ 2. Prompt; begins work on time.
- \_\_\_ 3. Usually prompt.
- \_\_\_ 4. Prompt under pressure.
- \_\_\_ 5. Never prompt.

B. How orderly are his work habits?

Please record here instances that support your judgment.

- \_\_\_ 1. Exceptionally orderly; completed work is well organized, neat, and accurate.
- \_\_\_ 2. Orderly when he sees the need for it.
- \_\_\_ 3. Orderly when required.
- \_\_\_ 4. Usually careless; (makes unnecessary mistakes).
- \_\_\_ 5. Never orderly; completed work is unorganized, carelessly prepared, sloppy.

C. How effective and thorough are his work habits?

Please record here instances that support your judgment.

- \_\_\_ 1. Very effective; works carefully, thoughtfully, independently; uses his initiative and is resourceful.
- \_\_\_ 2. Effective; work habits enable pupil to achieve all that would usually be expected of one of his ability.
- \_\_\_ 3. Adequate; uses little initiative; habits show promise of becoming adequate.

- \_\_\_\_\_ 4. Inadequate; work habits are adequate only for simple situations; needs much help.
- \_\_\_\_\_ 5. Ineffective; is careless and negligent; work habits keep him from working up to his ability.

D. Does he get others to do what he wishes?

Please record here instances that support your judgment.

- \_\_\_\_\_ 1. Displays very marked ability to lead his fellows; makes things go.
- \_\_\_\_\_ 2. Strongly affects the opinions, ideals and activities of his associates.
- \_\_\_\_\_ 3. Sometimes leads in minor affairs.
- \_\_\_\_\_ 4. Lets others take the lead.
- \_\_\_\_\_ 5. Is easily influenced by others.

E. Does he cooperate with others?

Please record here instances that support your judgment.

- \_\_\_\_\_ 1. Works unusually well with others in a tactful and helpful manner; offers assistance to others.
- \_\_\_\_\_ 2. Works well with others.
- \_\_\_\_\_ 3. Usually does his share of the group work, but is inconsistent in ability to adjust to some groups.
- \_\_\_\_\_ 4. Prefers to work by himself.
- \_\_\_\_\_ 5. Antagonizes others; unwilling to sacrifice own interests for good of the group.

F. Does he have an inquiring mind?

Please record here instances that support your judgment.

- \_\_\_\_\_ 1. Has many deep intellectual interests; resourceful and original thinker; carries through whatever is undertaken.
- \_\_\_\_\_ 2. Has a few active and deep interests.
- \_\_\_\_\_ 3. Investigates and explores only problems assigned.
- \_\_\_\_\_ 4. Acts only when both the plan and the details of procedure are definitely outlined.

- \_\_\_\_ 5. Has little or no desire  
or ability to investi-  
gate and explore.

G. How well does he control his  
emotions?

Please record here instances  
that support your judgment.

- \_\_\_\_ 1. Unusual balance of re-  
sponsiveness and control.  
\_\_\_\_ 2. Well balanced.  
\_\_\_\_ 3. Usually well balanced.  
\_\_\_\_ 4a. Tends to be unresponsive.  
\_\_\_\_ 4b. Tends to be over emotional.  
\_\_\_\_ 5a. Unresponsive, apathetic.  
\_\_\_\_ 5b. Too easily moved to ex-  
cessive emotional states:  
    1. elation  
    2. depression  
    3. anger  
    4. fear

Strong points and special abilities \_\_\_\_\_

\_\_\_\_\_

Weaknesses and particular difficulties \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## RATING SCALE USED BY EMPLOYERS

Remarks \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Fold Here

### MERIT RATING

Student \_\_\_\_\_  
 Worker \_\_\_\_\_  
 Employer \_\_\_\_\_  
 Business \_\_\_\_\_  
 Address \_\_\_\_\_  
 Date \_\_\_\_\_

SENIOR HIGH SCHOOL  
 Springfield, Mo.

#### HONESTY

- \_\_\_\_\_ Always trustworthy in all matters.
- \_\_\_\_\_ Generally able to be trusted.
- \_\_\_\_\_ Honest in some matters but not in others--for instance, would not steal money but will take supplies or loaf on employer's time.
- \_\_\_\_\_ Honest if conscious of being watched.
- \_\_\_\_\_ Never able to be trusted.

#### ABILITY TO GET ALONG WITH PEOPLE

- \_\_\_\_\_ Always pleasant and agreeable; goes out of his way to help others.
- \_\_\_\_\_ Usually pleasant and agreeable.
- \_\_\_\_\_ Prefers to work by himself.
- \_\_\_\_\_ Often causes trouble.
- \_\_\_\_\_ Is a trouble maker and irritates his fellow workers.

Fold Here

#### ACCEPTANCE OF RESPONSIBILITY

- \_\_\_\_\_ Feels responsible for success of business even beyond limits of his own job; has initiative and interest.
- \_\_\_\_\_ Does his own work in very satisfactory way.
- \_\_\_\_\_ Occasionally fails to do all necessary.
- \_\_\_\_\_ Generally leaves something unfinished.
- \_\_\_\_\_ Can never be depended upon to do even his own work.

#### VOCATIONAL SKILL

- \_\_\_\_\_ High degree of understanding of job--can often suggest better way of doing the work or correcting trouble.
- \_\_\_\_\_ Capable of doing the job as long as everything goes well.
- \_\_\_\_\_ Able to do work under skilled supervision.
- \_\_\_\_\_ Has trouble following instructions.
- \_\_\_\_\_ Entirely incapable of doing required work.

## KNOWLEDGE OF FUNDAMENTALS--

General level of abilities, skills, understandings such as arithmetic, spelling, reading, language usage, etc.

\_\_\_ Exceptionally well prepared in all fields.

\_\_\_ Generally well prepared in all fields.

\_\_\_ Prepared in all fields except \_\_\_\_\_

\_\_\_ Weak in all fields.

\_\_\_ Unprepared in all fields.

Fold Here

## COURTESY

\_\_\_ Always courteous to all people (supervisors, fellow workers, customers).

\_\_\_ Usually courteous.

\_\_\_ Courteous when it is to his advantage.

\_\_\_ Usually discourteous.

\_\_\_ Disregards all acts of common courtesy.

## PUNCTUALITY

\_\_\_ Unfailing ability to be on time or ahead of time.

\_\_\_ Generally on time.

\_\_\_ Usually on time but cannot be depended upon.

\_\_\_ Usually not on time.

\_\_\_ Never on time.

CARD USED BY DEANS IN SUMMARIZING  
DISCIPLINARY RECORD FOR SENIORS

Name \_\_\_\_\_

Date \_\_\_\_\_

Days Absent

10th yr. \_\_\_ 11th yr. \_\_\_ 12th yr. \_\_\_

Times Tardy

10th yr. \_\_\_ 11th yr. \_\_\_ 12th yr. \_\_\_

## DISCIPLINARY RECORD

Truancy  
10th yr. \_\_\_ 11th yr. \_\_\_ 12th yr. \_\_\_

Suspensions \_\_\_\_\_

Impudence \_\_\_\_\_

Sent to dean's office \_\_\_\_\_

Smoking \_\_\_\_\_

Abuse of school property \_\_\_\_\_

Court record \_\_\_\_\_

Comments:



CARD USED BY TEACHERS IN CHECKING  
BEHAVIOR OBSERVED

Name \_\_\_\_\_

CONDUCT ABOUT BUILDING  
AND RECREATION ROOM

1. Running in hall \_\_\_\_\_
2. Boisterousness \_\_\_\_\_
3. Courtesy \_\_\_\_\_
4. Hats in house \_\_\_\_\_

IN CAFETERIA

1. Carrying trays \_\_\_\_\_
2. Breaking into line \_\_\_\_\_
3. Throwing paper, etc. \_\_\_\_\_

IN ASSEMBLY

1. Disturbing neighbors \_\_\_\_\_
2. Appropriateness of applause \_\_\_\_\_
3. Chewing gum \_\_\_\_\_
4. Unappreciative remarks \_\_\_\_\_
5. Posture \_\_\_\_\_

CARE OF PROPERTY

1. Writing in books \_\_\_\_\_
2. Care of magazines \_\_\_\_\_
3. Marking on walls, desks, etc. \_\_\_\_\_
4. Replacing books \_\_\_\_\_

GENERAL CONDUCT

Observations not listed above \_\_\_\_\_

# QUESTIONNAIRE FILLED IN BY SENIORS

## Senior Questionnaire

Name \_\_\_\_\_ Address \_\_\_\_\_

Do you plan to go to college? Yes \_\_\_ No \_\_\_ Where? \_\_\_\_\_

Will you need financial assistance in order to go to college?  
Yes \_\_\_ No \_\_\_

Are you interested in a scholarship? Yes \_\_\_ No \_\_\_

Do you plan to go to business college next year? Yes \_\_\_ No \_\_\_

For what are you preparing? \_\_\_\_\_

Are you working now? Yes \_\_\_ No \_\_\_ If so, where? \_\_\_\_\_

Do you plan to work next year? Yes \_\_\_ No \_\_\_

What subjects in your high school course have been most helpful to you? \_\_\_\_\_

What subjects in your high school course have been least helpful to you? \_\_\_\_\_

If you were starting your high school course over again, what subject would you add to your program? \_\_\_\_\_

Why? \_\_\_\_\_

What experiences of Senior High School have been most helpful to you? \_\_\_\_\_

What experiences of Senior High School have been least helpful to you? \_\_\_\_\_

In what school activities have you taken part? \_\_\_\_\_

In what community activities have you participated? \_\_\_\_\_

In what church activities have you taken part? \_\_\_\_\_

What member of the senior class do you think most likely to succeed in: \_\_\_\_\_

Boy

Girl

a. Mechanics

b. Law

c. Medicine or Nursing

d. Public office

e. Business

f. Educational Work

g. Engineering

What member of the senior class do you consider

a. Most courteous

b. Best mixer

c. Most studious

d. Most tolerant

e. Most ambitious

What members of the senior class do you consider

a. Most reliable

b. Most prompt

c. Most industrious

d. Most accurate

e. Most cooperative

f. Most adventuresome

## APPENDIX B

## TABLES AND STATISTICAL MATERIAL



LIST OF SUBJECTS CARRIED BY, AND ACADEMIC STANDING  
OF, SENIORS SELECTED BY THEIR CLASSMATES  
AS BEING OUTSTANDING

Numbers Refer to Years in the Subject

B1. English 3, History 2, Arithmetic 1, Mechanical Drawing 1, Algebra 1, Electricity 1, Auto Mechanics 2, Civics 2, Physics 1, Vocational Agriculture 1. He is in the lowest 40 per cent of the class.

B2. English 4, History 2, Civics 2, Business Training 1, Latin 2, Algebra 2, Geometry 1, Typing 1, Physics 1, Debate 2. He is in the highest 10 per cent of the class.

B3. English 4, History 2, Civics 1, Algebra 2, Physics 1, Geometry 1, Trigonometry .5, Chemistry 1, Psychology .5, Mechanical Drawing 2, Spanish 2. He is in the highest 10 per cent of the class.

B4. English 3, History 2, Civics 2, Geometry 1, Latin 2, Biology 1, Algebra 2, Mechanical Drawing 1, Physics 1, Spanish 2. He is in the highest 10 per cent of the class.

B5. English 4, History 2, Civics 2, Geometry 1, Biology 1, Mechanical Drawing 2, Spanish 2, Physics 1, Algebra 1, Journalism 1. He is in the highest 10 per cent of the class.

B6. English 3, History 2, Civics 2, Music 4, Spanish 1, Typing 1, Dramatics 1, Geometry 1, Algebra 1, Art 1, Biology 1. He is in the highest 20 per cent of the class.

B7. English 3, History 2, Civics 2, Algebra 2, Geometry 1, Trigonometry .5, Mechanical Drawing 3, Physics 1, Spanish 2. He is in the highest 10 per cent of the class.

B8. English 4, History 2, Civics 2, Speech 1, Spanish 2, Physiology 2, Geometry 1, Psychology .5, Algebra 1, Typing 1, Aeronautics 1. He is in the highest 10 per cent of the class.

B9. English 4, History 2, Civics 2, Mechanical Drawing 1, Commercial Arithmetic 1, Dramatics 1, Typing 2, General Mathematics 1, General Science 1, Music 1, Biology 1. He is in the highest 20 per cent of the class.

B10. English 3, History 2, Civics 2, Mechanical Drawing 3, General Science 1, Biology 1, Woodworking 2, Business Arithmetic 1, Physiology 1, Arithmetic 1. He is in the lowest 10 per cent of the class.

G1. English 3, History 2, Civics 2, Latin 2, Algebra 1, Geometry 1, Biology 1, Typing 1, Art 2, Physics 1, Mechanical Drawing 2, Spanish 1. She is in the middle 20 per cent of the class.



G2. English 3, History 2, Civics 2, Latin 2, Algebra 1, Geometry 1, Arithmetic 1, Debate 2, Biology 1, Chemistry 1, Typing 1. She is in the highest 40 per cent of the class.

G3. English 3, History 2, Civics 2, Algebra 1, Geometry 1, Latin 1, Spanish 2, Biology 1, Typing 1, Dramatics 1, Music 2. She is in the highest 20 per cent of the class.

G4. English 4, History 2, Civics 2, Speech 1, Algebra 1, Geometry 1, Arithmetic 1, Biology 1, Spanish 2, Home Economics 1, Typing 1. She is in the highest 40 per cent of the class.

G5. English 4, History 2, Civics 2, Algebra 1, Geometry 1, Spanish 2, Typing 2, Speech 1, Biology 1, Bible 1. She is in the highest 20 per cent of the class.

G6. English 3, History 2, Civics 2, Spanish 3, Speech 1, General Science 1, Biology 1, Geometry 1, Art 1, Shorthand 1, Home Economics 1, Algebra 1, General Mathematics 1. She is in the highest 10 per cent of the class.

G7. English 3, History 2, Civics 2, Speech 1, Algebra 1, Geometry 1, Biology 1, Spanish 2, Typing 2, Bible .5, Psychology .5, Shorthand 1. She is in the highest 10 per cent of the class.

G8. English 4, History 2, Civics 2, General Mathematics 1, Business Training 1, Bookkeeping 1, Typing 2, Shorthand 2, Speech 1, Biology 1. She is in the highest 20 per cent of the class.

G9. English 4, History 2, Civics 2, General Mathematics 1, Latin 1, Speech 1, Commercial Arithmetic 1, Dramatics 2, Biology 1, Home Economics 1. She is in the middle 20 per cent of the class.

G10. English 3, History 2, Civics 2, General Science 1, Art 2, Mathematics 1, Algebra 1, Biology 1, Typing 1, French 1, Home Economics 1, Art 1. She is in the highest 40 per cent of the class.

G11. English 4, History 2, Civics 2, Spanish 2, Speech 1, Geometry 1, Biology 1, Typing 1, Dramatics 1, Music 1, General Mathematics 1. She is in the lowest 20 per cent of the class.

G12. English 3, History 2, Civics 2, Art 2, Algebra 2, Geometry 1, Spanish 2, Typing 1, Home Economics 1, Biology 1. She is in the highest 40 per cent of the class.

TABLE A1

SOCIAL BELIEFS SCORES FOR BOYS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Student | Percentage of Responses Which Are Considered<br>Liberal in Each Area |    |    |    |    |    |       | Quartile<br>Rank in<br>Class |
|---------|----------------------------------------------------------------------|----|----|----|----|----|-------|------------------------------|
|         | Code Letters for Areas*                                              |    |    |    |    |    | Total |                              |
|         | D                                                                    | ER | LU | R  | N  | WP |       |                              |
| B1      | 65                                                                   | 50 | 44 | 32 | 45 | 50 | 49    | 2                            |
| B2      | 65                                                                   | 69 | 58 | 75 | 85 | 66 | 68    | 4                            |
| B3      | 85                                                                   | 53 | 63 | 86 | 55 | 62 | 69    | 4                            |
| B4      | 56                                                                   | 20 | 31 | 66 | 41 | 28 | 39    | 1                            |
| B5      | 77                                                                   | 57 | 61 | 54 | 81 | 75 | 68    | 4                            |
| B6      | 61                                                                   | 37 | 33 | 42 | 55 | 62 | 50    | 2                            |
| B7      | 76                                                                   | 90 | 83 | 82 | 66 | 60 | 75    | 4                            |
| B8      | 70                                                                   | 70 | 57 | 20 | 71 | 77 | 63    | 3                            |
| B9      | 70                                                                   | 51 | 56 | 62 | 62 | 65 | 61    | 3                            |
| B10     | 73                                                                   | 56 | 61 | 74 | 69 | 71 | 68    | 4                            |

\*D, Democracy; ER, Economic Relationship; LU, Labor and Unemployment; R, Race; N, Nationalism; WP, War and Peace.

TABLE A2

SOCIAL BELIEFS SCORES FOR BOYS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Student | Percentage of Responses Which Are Considered<br>Conservative in Each Area |    |    |    |    |    |       | Quartile<br>Rank in<br>Class |
|---------|---------------------------------------------------------------------------|----|----|----|----|----|-------|------------------------------|
|         | Code Letters for Areas*                                                   |    |    |    |    |    | Total |                              |
|         | D                                                                         | ER | LU | R  | N  | WP |       |                              |
| B1      | 12                                                                        | 27 | 22 | 4  | 25 | 25 | 17    | 2                            |
| B2      | 21                                                                        | 15 | 27 | 18 | 6  | 18 | 21    | 2                            |
| B3      | 14                                                                        | 33 | 36 | 12 | 45 | 28 | 24    | 3                            |
| B4      | 12                                                                        | 50 | 25 | 4  | 47 | 57 | 31    | 4                            |
| B5      | 14                                                                        | 27 | 17 | 26 | 8  | 12 | 15    | 2                            |
| B6      | 10                                                                        | 10 | 22 | 12 | 17 | 5  | 10    | 1                            |
| B7      | 24                                                                        | 10 | 17 | 16 | 33 | 35 | 20    | 3                            |
| B8      | 26                                                                        | 23 | 31 | 62 | 14 | 15 | 22    | 3                            |
| B9      | 20                                                                        | 27 | 30 | 30 | 26 | 15 | 19    | 2                            |
| B10     | 24                                                                        | 30 | 25 | 16 | 17 | 25 | 20    | 3                            |

\*D, Democracy; ER, Economic Relationship; LU, Labor and Unemployment; R, Race; N, Nationalism; WP, War and Peace.

TABLE A3

SOCIAL BELIEFS SCORES FOR BOYS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Student | Percentage of Responses Which Are Considered<br>Uncertain in Each Area |    |    |    |    |    |       | Quartile<br>Rank in<br>Class |
|---------|------------------------------------------------------------------------|----|----|----|----|----|-------|------------------------------|
|         | Code Letters for Areas*                                                |    |    |    |    |    | Total |                              |
|         | D                                                                      | ER | LU | R  | N  | WP |       |                              |
| B1      | 23                                                                     | 23 | 34 | 64 | 30 | 25 | 34    | 3                            |
| B2      | 12                                                                     | 18 | 15 | 7  | 9  | 16 | 11    | 2                            |
| B3      | 1                                                                      | 14 | 1  | 2  | 0  | 10 | 7     | 1                            |
| B4      | 32                                                                     | 30 | 44 | 30 | 12 | 15 | 30    | 3                            |
| B5      | 9                                                                      | 16 | 22 | 20 | 11 | 13 | 17    | 1                            |
| B6      | 29                                                                     | 53 | 45 | 38 | 28 | 33 | 40    | 4                            |
| B7      | 0                                                                      | 0  | 0  | 2  | 1  | 5  | 5     | 1                            |
| B8      | 4                                                                      | 7  | 12 | 18 | 15 | 8  | 15    | 1                            |
| B9      | 10                                                                     | 22 | 14 | 8  | 12 | 20 | 20    | 2                            |
| B10     | 3                                                                      | 14 | 14 | 10 | 14 | 4  | 12    | 1                            |

\*D, Democracy; ER, Economic Relationship; LU, Labor and Unemployment; R, Race; N, Nationalism; WP, War and Peace.

TABLE A4

SOCIAL BELIEFS SCORES FOR GIRLS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Student | Percentage of Responses Which Are Considered<br>Liberal in Each Area |    |    |    |    |    |    | Total | Quartile<br>Rank in<br>Class |
|---------|----------------------------------------------------------------------|----|----|----|----|----|----|-------|------------------------------|
|         | Code Letters for Areas*                                              |    |    |    |    |    |    |       |                              |
|         | D                                                                    | ER | LU | R  | N  | WP |    |       |                              |
| G1      | 36                                                                   | 32 | 31 | 22 | 45 | 39 | 34 | 1     |                              |
| G2      | 68                                                                   | 67 | 77 | 92 | 72 | 77 | 74 | 4     |                              |
| G3      | 52                                                                   | 67 | 52 | 54 | 42 | 44 | 52 | 2     |                              |
| G4      | 67                                                                   | 87 | 64 | 26 | 56 | 52 | 62 | 3     |                              |
| G5      | 57                                                                   | 60 | 76 | 78 | 69 | 73 | 66 | 4     |                              |
| G6      | 71                                                                   | 67 | 77 | 84 | 78 | 85 | 76 | 4     |                              |
| G7      | 58                                                                   | 34 | 55 | 84 | 69 | 75 | 61 | 3     |                              |
| G8      | 64                                                                   | 57 | 64 | 46 | 67 | 55 | 60 | 3     |                              |
| G9      | 46                                                                   | 40 | 20 | 72 | 42 | 23 | 38 | 1     |                              |
| G10     | 60                                                                   | 70 | 53 | 66 | 53 | 55 | 57 | 3     |                              |
| G11     | 57                                                                   | 34 | 41 | 58 | 44 | 59 | 48 | 2     |                              |
| G12     | 71                                                                   | 50 | 67 | 70 | 60 | 67 | 64 | 4     |                              |

\*D, Democracy; ER, Economic Relationship; LU, Labor and Unemployment; R, Race; N, Nationalism; WP, War and Peace.

TABLE A5

SOCIAL BELIEFS SCORES FOR GIRLS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Student | Percentage of Responses Which Are Considered<br>Conservative in Each Area |    |    |    |    |    |       |                              |
|---------|---------------------------------------------------------------------------|----|----|----|----|----|-------|------------------------------|
|         | Code Letters for Areas*                                                   |    |    |    |    |    | Total | Quartile<br>Rank in<br>Class |
|         | D                                                                         | ER | LU | R  | N  | WP |       |                              |
| G1      | 21                                                                        | 32 | 25 | 30 | 16 | 24 | 22    | 3                            |
| G2      | 17                                                                        | 27 | 11 | 8  | 20 | 20 | 14    | 1                            |
| G3      | 41                                                                        | 16 | 30 | 38 | 41 | 21 | 26    | 4                            |
| G4      | 14                                                                        | 10 | 22 | 30 | 14 | 30 | 17    | 2                            |
| G5      | 24                                                                        | 16 | 3  | 18 | 22 | 17 | 14    | 1                            |
| G6      | 12                                                                        | 17 | 14 | 8  | 8  | 5  | 9     | 1                            |
| G7      | 10                                                                        | 24 | 6  | 8  | 6  | 10 | 9     | 1                            |
| G8      | 18                                                                        | 7  | 11 | 26 | 9  | 20 | 13    | 1                            |
| G9      | 11                                                                        | 0  | 14 | 4  | 11 | 13 | 7     | 1                            |
| G10     | 8                                                                         | 6  | 8  | 12 | 14 | 13 | 9     | 1                            |
| G11     | 18                                                                        | 17 | 14 | 4  | 16 | 20 | 15    | 2                            |
| G12     | 14                                                                        | 17 | 17 | 18 | 5  | 3  | 12    | 1                            |

\*D, Democracy; ER, Economic Relationship; LU, Labor and Unemployment; R, Race; N, Nationalism; WP, War and Peace.

TABLE A6

SOCIAL BELIEFS SCORES FOR GIRLS SELECTED BY  
THEIR CLASSMATES AS BEING OUTSTANDING

| Student | Percentage of Responses Which Are Considered<br>Uncertain in Each Area |    |    |    |    |    |       |                              |
|---------|------------------------------------------------------------------------|----|----|----|----|----|-------|------------------------------|
|         | Code Letters for Areas*                                                |    |    |    |    |    | Total | Quartile<br>Rank in<br>Class |
|         | D                                                                      | ER | LU | R  | N  | WP |       |                              |
| G1      | 43                                                                     | 36 | 44 | 48 | 39 | 37 | 40    | 4                            |
| G2      | 15                                                                     | 6  | 12 | 0  | 8  | 3  | 12    | 1                            |
| G3      | 7                                                                      | 17 | 18 | 8  | 17 | 35 | 22    | 2                            |
| G4      | 19                                                                     | 3  | 14 | 44 | 30 | 18 | 21    | 2                            |
| G5      | 19                                                                     | 24 | 21 | 4  | 9  | 10 | 20    | 2                            |
| G6      | 17                                                                     | 16 | 9  | 8  | 14 | 10 | 15    | 1                            |
| G7      | 32                                                                     | 42 | 39 | 8  | 25 | 15 | 30    | 3                            |
| G8      | 18                                                                     | 36 | 25 | 28 | 24 | 25 | 27    | 3                            |
| G9      | 43                                                                     | 60 | 66 | 24 | 47 | 64 | 55    | 4                            |
| G10     | 32                                                                     | 24 | 39 | 22 | 33 | 32 | 34    | 3                            |
| G11     | 25                                                                     | 49 | 45 | 32 | 40 | 30 | 37    | 4                            |
| G12     | 15                                                                     | 33 | 16 | 12 | 35 | 30 | 24    | 2                            |

\*D, Democracy; ER, Economic Relationship; LU, Labor and Unemployment; R, Race; N, Nationalism; WP, War and Peace.

TABLE A7

DISTRIBUTION OF SCORES SHOWING PERCENTAGE OF LIBERAL  
RESPONSES IN ALL AREAS OF SOCIAL BELIEFS TEST

| Scores<br>(Percentage<br>of Responses<br>Which Were<br>Considered<br>Liberal in<br>Each Area) | Frequency in Each Area |                            |                            |      |                  |                |
|-----------------------------------------------------------------------------------------------|------------------------|----------------------------|----------------------------|------|------------------|----------------|
|                                                                                               | Democ-<br>racy         | Economic<br>Rela-<br>tions | Labor<br>Unem-<br>ployment | Race | Nation-<br>alism | War--<br>Peace |
| 0 - 4                                                                                         | ..                     | ..                         | ..                         | ..   | ..               | ..             |
| 5 - 9                                                                                         | ..                     | ..                         | ..                         | 1    | 1                | ..             |
| 10 - 14                                                                                       | ..                     | 1                          | 1                          | 4    | 1                | 1              |
| 15 - 19                                                                                       | ..                     | 8                          | 4                          | 5    | 4                | 5              |
| 20 - 24                                                                                       | 1                      | 6                          | 5                          | 15   | 6                | 8              |
| 25 - 29                                                                                       | 8                      | 19                         | 14                         | 11   | 13               | 13             |
| 30 - 34                                                                                       | 9                      | 40                         | 30                         | 37   | 35               | 22             |
| 35 - 39                                                                                       | 13                     | 31                         | 29                         | 17   | 44               | 35             |
| 40 - 44                                                                                       | 36                     | 55                         | 45                         | 27   | 40               | 44             |
| 45 - 49                                                                                       | 38                     | 31                         | 34                         | 21   | 42               | 38             |
| 50 - 54                                                                                       | 53                     | 74                         | 57                         | 61   | 55               | 56             |
| 55 - 59                                                                                       | 55                     | 38                         | 65                         | 26   | 66               | 41             |
| 60 - 64                                                                                       | 61                     | 61                         | 63                         | 31   | 34               | 52             |
| 65 - 69                                                                                       | 63                     | 30                         | 38                         | 31   | 37               | 47             |
| 70 - 74                                                                                       | 60                     | 32                         | 13                         | 61   | 25               | 26             |
| 75 - 79                                                                                       | 34                     | 11                         | 32                         | 17   | 20               | 30             |
| 80 - 84                                                                                       | 14                     | 7                          | 13                         | 46   | 15               | 15             |
| 85 - 89                                                                                       | 3                      | 4                          | 5                          | 18   | 6                | 10             |
| 90 - 94                                                                                       | 1                      | 1                          | 1                          | 12   | 4                | 5              |
| 95 - 99                                                                                       | ..                     | ..                         | ..                         | 8    | 1                | 1              |



TABLE A8

DISTRIBUTION OF SCORES SHOWING PERCENTAGE OF CONSERVATIVE  
RESPONSES IN ALL AREAS OF SOCIAL BELIEFS TEST

| Scores<br>(Percentage<br>of Responses<br>Which Were<br>Considered<br>Conservative<br>in Each Area) | Frequency in Each Area |                            |                            |      |                  |                |
|----------------------------------------------------------------------------------------------------|------------------------|----------------------------|----------------------------|------|------------------|----------------|
|                                                                                                    | Democ-<br>racy         | Economic<br>Rela-<br>tions | Labor<br>Unem-<br>ployment | Race | Nation-<br>alism | War--<br>Peace |
| 0 - 4                                                                                              | 6                      | 14                         | 7                          | 44   | 10               | 15             |
| 5 - 9                                                                                              | 25                     | 22                         | 31                         | 61   | 44               | 31             |
| 10 - 14                                                                                            | 92                     | 84                         | 75                         | 87   | 63               | 67             |
| 15 - 19                                                                                            | 79                     | 53                         | 65                         | 37   | 54               | 69             |
| 20 - 24                                                                                            | 122                    | 95                         | 73                         | 59   | 81               | 80             |
| 25 - 29                                                                                            | 47                     | 49                         | 67                         | 21   | 70               | 59             |
| 30 - 34                                                                                            | 43                     | 59                         | 64                         | 61   | 51               | 61             |
| 35 - 39                                                                                            | 13                     | 19                         | 40                         | 20   | 31               | 33             |
| 40 - 44                                                                                            | 11                     | 21                         | 13                         | 21   | 18               | 21             |
| 45 - 49                                                                                            | 5                      | 7                          | 8                          | 9    | 13               | 9              |
| 50 - 54                                                                                            | 1                      | 13                         | 2                          | 11   | 5                | 3              |
| 55 - 59                                                                                            | ..                     | 4                          | ..                         | 5    | 4                | 1              |
| 60 - 64                                                                                            | ..                     | 4                          | 3                          | 7    | 1                | ..             |
| 65 - 69                                                                                            | ..                     | ..                         | 1                          | 1    | ..               | ..             |
| 70 - 74                                                                                            | 1                      | 1                          | ..                         | 2    | ..               | ..             |
| 75 - 79                                                                                            | 1                      | 1                          | ..                         | ..   | ..               | ..             |
| 80 - 84                                                                                            | 1                      | ..                         | ..                         | 2    | 2                | ..             |
| 85 - 89                                                                                            | ..                     | 2                          | ..                         | 1    | ..               | ..             |
| 90 - 94                                                                                            | 1                      | 1                          | ..                         | ..   | 2                | ..             |
| 95 - 99                                                                                            | 1                      | ..                         | ..                         | ..   | ..               | ..             |

TABLE A9

DISTRIBUTION OF SCORES SHOWING PERCENTAGE OF UNCERTAIN  
RESPONSES IN ALL AREAS OF SOCIAL BELIEFS TEST

| Scores<br>(Percentage<br>of Responses<br>Which Were<br>Considered<br>Uncertain<br>in Each Area) | Frequency in Each Area |                            |                            |      |                  |                |
|-------------------------------------------------------------------------------------------------|------------------------|----------------------------|----------------------------|------|------------------|----------------|
|                                                                                                 | Democ-<br>racy         | Economic<br>Rela-<br>tions | Labor<br>Unem-<br>ployment | Race | Nation-<br>alism | War--<br>Peace |
| 0 - 4                                                                                           | 46                     | 42                         | 40                         | 91   | 38               | 31             |
| 5 - 9                                                                                           | 49                     | 31                         | 55                         | 46   | 41               | 46             |
| 10 - 14                                                                                         | 57                     | 37                         | 45                         | 60   | 40               | 54             |
| 15 - 19                                                                                         | 71                     | 49                         | 65                         | 46   | 46               | 61             |
| 20 - 24                                                                                         | 68                     | 52                         | 56                         | 65   | 50               | 56             |
| 25 - 29                                                                                         | 38                     | 51                         | 51                         | 26   | 67               | 50             |
| 30 - 34                                                                                         | 49                     | 59                         | 55                         | 30   | 55               | 54             |
| 35 - 39                                                                                         | 30                     | 36                         | 28                         | 28   | 51               | 28             |
| 40 - 44                                                                                         | 21                     | 34                         | 24                         | 21   | 25               | 30             |
| 45 - 49                                                                                         | 5                      | 17                         | 13                         | 12   | 15               | 15             |
| 50 - 54                                                                                         | 11                     | 22                         | 14                         | 12   | 10               | 12             |
| 55 - 59                                                                                         | 3                      | 10                         | 2                          | 4    | 9                | 5              |
| 60 - 64                                                                                         | ..                     | 6                          | ..                         | 3    | ..               | 3              |
| 65 - 69                                                                                         | ..                     | 2                          | 1                          | 1    | ..               | 4              |
| 70 - 74                                                                                         | 1                      | 1                          | ..                         | 1    | ..               | ..             |
| 75 - 79                                                                                         | ..                     | ..                         | ..                         | 3    | ..               | ..             |
| 80 - 84                                                                                         | ..                     | ..                         | ..                         | ..   | 1                | ..             |
| 85 - 89                                                                                         | ..                     | ..                         | ..                         | ..   | ..               | ..             |
| 90 - 94                                                                                         | ..                     | ..                         | ..                         | ..   | ..               | ..             |
| 95 - 99                                                                                         | ..                     | ..                         | ..                         | ..   | ..               | ..             |

TABLE A10

DISTRIBUTION OF SCORES SHOWING PERCENTAGE OF TOTAL  
SCORES CONSIDERED LIBERAL, CONSERVATIVE, AND  
UNCERTAIN IN SOCIAL BELIEFS TEST

[illegible]

TABLE All

PERCENTAGE OF CORRECT RESPONSES TO SELECTED  
STATEMENTS FROM THE SOCIAL BELIEFS TEST

| Item<br>Number | Statement                                                                                                                                           | Percentage of Cor-<br>rect Responses |      |       |       |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|-------|-------|
|                |                                                                                                                                                     |                                      | Boys | Girls | Total |
| 1              | Complete freedom of speech should be given to all groups and all individuals regardless of how radical their political views are                    | A*                                   | 51   | 62    | 62    |
|                |                                                                                                                                                     | U*                                   | 10   | 18    | 14    |
|                |                                                                                                                                                     | D*                                   | 29   | 20    | 24    |
| 5              | The provisions in our present constitution should not be fundamentally changed                                                                      | A                                    | 59   | 62    | 61    |
|                |                                                                                                                                                     | U                                    | 27   | 25    | 26    |
|                |                                                                                                                                                     | D                                    | 14   | 13    | 13    |
| 10             | After the war, the security of any country will be dependent on the security of all other major countries                                           | A                                    | 78   | 77    | 77    |
|                |                                                                                                                                                     | U                                    | 11   | 18    | 15    |
|                |                                                                                                                                                     | D                                    | 11   | 5     | 8     |
| 11             | It is the responsibility of a good citizen to obey without protest all laws no matter how unreasonable they may seem to him                         | A                                    | 41   | 53    | 48    |
|                |                                                                                                                                                     | U                                    | 13   | 17    | 15    |
|                |                                                                                                                                                     | D                                    | 46   | 30    | 37    |
| 12             | Poverty and unemployment could be eliminated if the problem were attacked intelligently                                                             | A                                    | 43   | 52    | 49    |
|                |                                                                                                                                                     | U                                    | 34   | 32    | 33    |
|                |                                                                                                                                                     | D                                    | 23   | 16    | 18    |
| 15             | An individual is justified in opposing measures to provide for relief, health facilities, and other community needs, which would increase his taxes | A                                    | 25   | 18    | 20    |
|                |                                                                                                                                                     | U                                    | 25   | 26    | 26    |
|                |                                                                                                                                                     | D                                    | 50   | 56    | 54    |
| 19             | Such services as gas and electricity can be provided most economically through private ownership and control                                        | A                                    | 18   | 19    | 18    |
|                |                                                                                                                                                     | U                                    | 24   | 30    | 28    |
|                |                                                                                                                                                     | D                                    | 58   | 51    | 54    |
| 22             | It is so expensive for society to care for all the unemployed that the amount spent for unemployment relief should be greatly reduced               | A                                    | 18   | 11    | 13    |
|                |                                                                                                                                                     | U                                    | 24   | 30    | 28    |
|                |                                                                                                                                                     | D                                    | 58   | 59    | 59    |
| 29             | The problems of our times can be satisfactorily solved under a democratic form of government                                                        | A                                    | 71   | 61    | 65    |
|                |                                                                                                                                                     | U                                    | 18   | 32    | 27    |
|                |                                                                                                                                                     | D                                    | 11   | 7     | 8     |
| 31             | After the war, we must keep a large standing army so that no one will ever dare to attack us again                                                  | A                                    | 52   | 41    | 45    |
|                |                                                                                                                                                     | U                                    | 26   | 34    | 31    |
|                |                                                                                                                                                     | D                                    | 22   | 25    | 24    |
| 32             | Most foreigners make undesirable citizens                                                                                                           | A                                    | 9    | 4     | 6     |
|                |                                                                                                                                                     | U                                    | 16   | 14    | 15    |
|                |                                                                                                                                                     | D                                    | 75   | 82    | 79    |

\*A, Agree; U, Uncertain; D, Disagree.

TABLE All--Continued

| Item Number | Statement                                                                                                                                | Percentage of Correct Responses |      |       |       |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------|-------|-------|
|             |                                                                                                                                          |                                 | Boys | Girls | Total |
| 42          | Only when spurred on by the profit motive and competition can men be spurred to their best efforts                                       | A                               | 51   | 25    | 35    |
|             |                                                                                                                                          | U                               | 18   | 32    | 27    |
|             |                                                                                                                                          | D                               | 31   | 43    | 38    |
| 46          | Most Negroes cannot profit from more than an elementary education                                                                        | A                               | 18   | 17    | 17    |
|             |                                                                                                                                          | U                               | 12   | 12    | 12    |
|             |                                                                                                                                          | D                               | 70   | 71    | 71    |
| 50          | People of the white race are superior in most respects to people of other races                                                          | A                               | 28   | 28    | 28    |
|             |                                                                                                                                          | U                               | 14   | 12    | 13    |
|             |                                                                                                                                          | D                               | 58   | 60    | 59    |
| 53          | America might profit by taking over from other countries some of their ideas in regard to government, education, family life, and morals | A                               | 70   | 50    | 58    |
|             |                                                                                                                                          | U                               | 15   | 26    | 22    |
|             |                                                                                                                                          | D                               | 15   | 24    | 20    |
| 64          | The President of the United States should always be a Protestant                                                                         | A                               | 13   | 8     | 11    |
|             |                                                                                                                                          | U                               | 13   | 16    | 14    |
|             |                                                                                                                                          | D                               | 74   | 76    | 75    |
| 69          | War is inevitable and no matter how much we plan we shall not have a durable peace                                                       | A                               | 24   | 15    | 19    |
|             |                                                                                                                                          | U                               | 27   | 23    | 24    |
|             |                                                                                                                                          | D                               | 49   | 62    | 57    |
| 76          | The national government should provide insurance for its citizens against unemployment, sickness, and old age                            | A                               | 77   | 75    | 76    |
|             |                                                                                                                                          | U                               | 15   | 16    | 15    |
|             |                                                                                                                                          | D                               | 8    | 9     | 9     |
| 78          | It is very doubtful whether the American way of doing things would be best for other countries                                           | A                               | 52   | 42    | 45    |
|             |                                                                                                                                          | U                               | 33   | 38    | 36    |
|             |                                                                                                                                          | D                               | 15   | 20    | 19    |
| 89          | The common people are intelligent enough to make wise decisions on important social issues                                               | A                               | 66   | 65    | 65    |
|             |                                                                                                                                          | U                               | 20   | 24    | 23    |
|             |                                                                                                                                          | D                               | 14   | 11    | 12    |
| 100         | There should be no interference with the employer's freedom to hire and lay off workers according to the needs of his business           | A                               | 71   | 75    | 73    |
|             |                                                                                                                                          | U                               | 19   | 17    | 18    |
|             |                                                                                                                                          | D                               | 10   | 8     | 9     |



TABLE A12

PERCENTAGE OF CORRECT RESPONSES TO SELECTED QUESTIONS  
IN THE ORAL COMPREHENSION TEST

| Item<br>Number | Statement                                                                                                                | Percentage of Cor-<br>rect Responses |      |       |       |
|----------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------|------|-------|-------|
|                |                                                                                                                          |                                      | Boys | Girls | Total |
| 5              | The control of the government<br>in the American system is in<br>Congress                                                | T*                                   | 29   | 29    | 29    |
|                |                                                                                                                          | F*                                   | 63   | 59    | 61    |
|                |                                                                                                                          | N*                                   | 8    | 12    | 10    |
| 8              | Men are frequently appointed<br>to government office because<br>of some special party service<br>they have rendered      | T                                    | 48   | 35    | 40    |
|                |                                                                                                                          | F                                    | 26   | 37    | 32    |
|                |                                                                                                                          | N                                    | 26   | 28    | 28    |
| 11             | According to this article the<br>Civil Service system has cor-<br>rected abuses connected with<br>political appointments | T                                    | 71   | 71    | 71    |
|                |                                                                                                                          | F                                    | 13   | 13    | 13    |
|                |                                                                                                                          | N                                    | 16   | 16    | 16    |
| 14             | Under the Constitution of the<br>United States the only persons<br>who can draft a proposal for a<br>law are Congressmen | T                                    | 15   | 19    | 17    |
|                |                                                                                                                          | F                                    | 70   | 68    | 70    |
|                |                                                                                                                          | N                                    | 15   | 15    | 13    |
| 19             | The Federal income tax provides<br>money for the support of the<br>national government                                   | T                                    | 21   | 22    | 22    |
|                |                                                                                                                          | F                                    | 2    | 4     | 3     |
|                |                                                                                                                          | N                                    | 77   | 74    | 75    |
| 21             | The initiative is a privilege<br>which may be used only by a<br>government officer                                       | T                                    | 6    | 9     | 8     |
|                |                                                                                                                          | F                                    | 70   | 75    | 73    |
|                |                                                                                                                          | N                                    | 24   | 16    | 19    |
| 23             | The appointment of men to<br>government office as rewards<br>for political service is called<br>the Spoils System        | T                                    | 22   | 14    | 17    |
|                |                                                                                                                          | F                                    | 14   | 10    | 11    |
|                |                                                                                                                          | N                                    | 64   | 76    | 72    |
| 25             | Many state constitutions were<br>referred to the people before<br>they were adopted                                      | T                                    | 65   | 63    | 64    |
|                |                                                                                                                          | F                                    | 8    | 6     | 7     |
|                |                                                                                                                          | N                                    | 27   | 31    | 29    |

\*T, True; F, False; N, Neither.

TABLE A13

## DISTRIBUTION OF SCORES ON THE ARITHMETIC TEST--PART I

| Scores* | Frequency |                          |        |                          |        |                          |
|---------|-----------|--------------------------|--------|--------------------------|--------|--------------------------|
|         | Boys      |                          | Girls  |                          | Total  |                          |
|         | Number    | Percentage in Each Group | Number | Percentage in Each Group | Number | Percentage in Each Group |
| 0 - 3   | 1         | 0.6                      | 3      | 1                        | 4      | 1                        |
| 4 - 7   | 11        | 6                        | 49     | 18                       | 60     | 13                       |
| 8 - 11  | 32        | 18                       | 86     | 32                       | 118    | 26                       |
| 12 - 15 | 43        | 25                       | 84     | 31                       | 127    | 29                       |
| 16 - 19 | 65        | 38                       | 45     | 16                       | 110    | 25                       |
| 20 - 23 | 21        | 12                       | 5      | 2                        | 26     | 6                        |

\*Maximum score possible--23.

TABLE A14

## DISTRIBUTION OF SCORES ON THE ARITHMETIC TEST--PART II

| Scores* | Frequency |                          |        |                          |        |                          |
|---------|-----------|--------------------------|--------|--------------------------|--------|--------------------------|
|         | Boys      |                          | Girls  |                          | Total  |                          |
|         | Number    | Percentage in Each Group | Number | Percentage in Each Group | Number | Percentage in Each Group |
| 0 - 2   | 2         | 1                        | 1      | 0.7                      | 3      | 1                        |
| 3 - 5   | 13        | 8                        | 23     | 8                        | 36     | 8                        |
| 6 - 8   | 19        | 11                       | 65     | 24                       | 84     | 20                       |
| 9 - 11  | 41        | 24                       | 86     | 32                       | 127    | 29                       |
| 12 - 14 | 44        | 25                       | 68     | 25                       | 112    | 25                       |
| 15 - 17 | 54        | 31                       | 29     | 10                       | 83     | 19                       |

\*Maximum score possible--17.

TABLE A15

## DISTRIBUTION OF SCORES ON THE ARITHMETIC TEST--PART III

| Scores* | Frequency |                          |        |                          |        |                          |
|---------|-----------|--------------------------|--------|--------------------------|--------|--------------------------|
|         | Boys      |                          | Girls  |                          | Total  |                          |
|         | Number    | Percentage in Each Group | Number | Percentage in Each Group | Number | Percentage in Each Group |
| 0 - 2   | 3         | 2                        | 13     | 5                        | 16     | 4                        |
| 3 - 5   | 14        | 8                        | 58     | 21                       | 72     | 16                       |
| 6 - 8   | 45        | 26                       | 101    | 37                       | 146    | 33                       |
| 9 - 11  | 65        | 38                       | 88     | 33                       | 153    | 34                       |
| 12 - 14 | 46        | 26                       | 12     | 4                        | 58     | 13                       |
| 15 - 17 | ..        | ..                       | ..     | ..                       | ..     | ..                       |

\*Maximum score possible--16.

TABLE A16

## DISTRIBUTION OF SCORES ON THE ARITHMETIC TEST--PART IV

| Scores* | Frequency |                          |        |                          |        |                          |
|---------|-----------|--------------------------|--------|--------------------------|--------|--------------------------|
|         | Boys      |                          | Girls  |                          | Total  |                          |
|         | Number    | Percentage in Each Group | Number | Percentage in Each Group | Number | Percentage in Each Group |
| 0 - 1   | 12        | 7                        | 79     | 29                       | 91     | 20                       |
| 2 - 3   | 43        | 25                       | 108    | 40                       | 151    | 34                       |
| 4 - 5   | 51        | 30                       | 65     | 24                       | 116    | 26                       |
| 6 - 7   | 42        | 24                       | 16     | 6                        | 58     | 13                       |
| 8 - 9   | 21        | 12                       | 4      | 1                        | 25     | 6                        |
| 10 - 11 | 4         | 2                        | ..     | ..                       | 4      | 1                        |

\*Maximum score possible--11.

TABLE A17

## DISTRIBUTION OF SCORES ON THE ARITHMETIC TEST--TOTAL SCORES

| Scores* | Frequency |                                |        |                                |        |                                |
|---------|-----------|--------------------------------|--------|--------------------------------|--------|--------------------------------|
|         | Boys      |                                | Girls  |                                | Total  |                                |
|         | Number    | Percentage<br>in Each<br>Group | Number | Percentage<br>in Each<br>Group | Number | Percentage<br>in Each<br>Group |
| 0 - 5   | ..        | ..                             | ..     | ..                             | ..     | ..                             |
| 6 - 11  | 2         | 1                              | ..     | ..                             | 2      | 0.4                            |
| 12 - 17 | 3         | 2                              | 13     | 5                              | 16     | 4                              |
| 18 - 23 | 9         | 5                              | 49     | 18                             | 58     | 13                             |
| 24 - 29 | 18        | 10                             | 61     | 22                             | 79     | 18                             |
| 30 - 35 | 23        | 13                             | 60     | 22                             | 83     | 19                             |
| 36 - 41 | 26        | 15                             | 42     | 15                             | 68     | 15                             |
| 42 - 47 | 39        | 23                             | 32     | 12                             | 71     | 16                             |
| 48 - 53 | 28        | 16                             | 13     | 5                              | 41     | 9                              |
| 54 - 59 | 22        | 13                             | 2      | 1                              | 24     | 5                              |
| 60 - 65 | 3         | 2                              | ..     | ..                             | 3      | 0.6                            |

\*Maximum score possible--67.

TABLE A18

THE PERCENTAGE OF CORRECT RESPONSES MADE TO TEN  
PROBLEMS CHOSEN AT RANDOM THROUGHOUT THE  
ARITHMETIC EXAMINATION

| Item | Problem                                                                                                                                                                                                           | Percentage of Correct Responses |       |       |
|------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|      |                                                                                                                                                                                                                   | Boys                            | Girls | Total |
| 10   | The number five billion two hundred fifty two million sixty-five thousand is written<br>A. 5,252,650<br>*B. 5,252,065,000<br>C. 5,000,252,065,000<br>D. 5,252,650,000<br>E. 5,252,065<br>F. none of these answers | 76.3                            | 70.5  | 72.7  |
| 22   | The number XLVI is the same as<br>A. 16<br>B. 26<br>*C. 41<br>*D. 46<br>E. 66<br>F. none of these answers                                                                                                         | 37.0                            | 40.6  | 39.2  |
| 38   | $0.036 + 0.702 + 0.134$ equals<br>*A. 0.872<br>B. 1.196<br>C. 8.72<br>D. 0.1196<br>E. 2.042<br>F. none of these answers                                                                                           | 91.9                            | 91.0  | 91.4  |
| 40   | $202.08 - 17.40$ equals<br>A. 203.82<br>B. 1846.8<br>*C. 376.08<br>*D. 184.68<br>E. 200.34<br>F. none of these answers                                                                                            | 90.1                            | 90.3  | 90.2  |
| 42   | $0.08 \times 0.952$ equals<br>A. 0.0007616<br>B. 0.007616<br>*C. 0.07616<br>D. 0.7616<br>E. 7.616<br>F. 76.16                                                                                                     | 83.8                            | 78.4  | 80.5  |



TABLE A18--Continued

| Item | Problem                                                                                                                                                                                                                                           | Percentage of Correct Responses |       |       |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|      |                                                                                                                                                                                                                                                   | Boys                            | Girls | Total |
| 43   | $13.5 \div 2.7$ equals<br>A. 0.22<br>B. 2.2<br>C. 22.0<br>D. 0.5<br>*E. 5<br>F. 50                                                                                                                                                                | 90.1                            | 75.5  | 81.2  |
| 47   | $62.1$ is what % of $13.5$<br>A. 22%<br>B. 220%<br>C. 4.6%<br>D. 46%<br>*E. 460%<br>F. 4600%                                                                                                                                                      | 35.3                            | 14.4  | 22.4  |
| 48   | $12\frac{1}{2}\%$ of 25 equals<br>A. 0.3125<br>*B. 3.125<br>C. 31.25<br>D. 0.3725<br>E. 3.725<br>F. 37.25                                                                                                                                         | 75.1                            | 63.7  | 68.1  |
| 49   | $295\%$ of 15.45 equals<br>A. 0.455775<br>B. 4.55775<br>*C. 45.5775<br>D. 455.775<br>E. 4557.75<br>F. 45577.5                                                                                                                                     | 56.1                            | 38.1  | 45.0  |
| 57   | The tax rate in Porter County is 4.2% of the assessed valuation. What is the assessed valuation of property on which the tax was \$2,520?<br>A. \$105,840<br>B. \$10,584<br>C. \$60,000<br>D. \$600,000<br>E. \$1,058<br>F. none of these answers | 46.2                            | 20.8  | 30.0  |

TABLE A19

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--PART I

| Scores * | Frequency | Percentage of Students in Each Group |
|----------|-----------|--------------------------------------|
| 1 - 3    | 9         | 2                                    |
| 4 - 6    | 72        | 16                                   |
| 7 - 9    | 148       | 32                                   |
| 10 - 12  | 133       | 28                                   |
| 13 - 15  | 68        | 15                                   |
| 16 - 18  | 25        | 5                                    |
| 19 - 21  | 6         | 13                                   |
| 22 - 24  | 3         | 0.7                                  |

\*Maximum score possible--26.

TABLE A20

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--PART II

| Scores* | Frequency | Percentage of Students in Each Group |
|---------|-----------|--------------------------------------|
| 1 - 4   | 3         | 0.7                                  |
| 5 - 8   | 61        | 13                                   |
| 9 - 12  | 126       | 27                                   |
| 13 - 16 | 144       | 31                                   |
| 17 - 20 | 94        | 20                                   |
| 21 - 24 | 28        | 6                                    |
| 25 - 28 | 8         | 2                                    |

\*Maximum score possible--32.

TABLE A21

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--PART III

| Scores* | Frequency | Percentage of Students in Each Group |
|---------|-----------|--------------------------------------|
| 1 - 5   | ..        | ..                                   |
| 6 - 10  | ..        | ..                                   |
| 11 - 15 | 4         | 1                                    |
| 16 - 20 | 24        | 5                                    |
| 21 - 25 | 61        | 13                                   |
| 26 - 30 | 114       | 25                                   |
| 31 - 35 | 99        | 21                                   |
| 36 - 40 | 91        | 20                                   |
| 41 - 45 | 43        | 9                                    |
| 46 - 50 | 18        | 4                                    |
| 51 - 55 | 6         | 1.5                                  |
| 56 - 60 | 4         | 1                                    |

\*Maximum score possible--82.

TABLE A22

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--PART IV

| Scores* | Frequency | Percentage of Students in Each Group |
|---------|-----------|--------------------------------------|
| 1 - 4   | ..        | ..                                   |
| 5 - 8   | 7         | 1.5                                  |
| 9 - 12  | 38        | 8                                    |
| 13 - 16 | 114       | 25                                   |
| 17 - 20 | 126       | 27                                   |
| 21 - 24 | 119       | 26                                   |
| 25 - 28 | 40        | 8.6                                  |
| 29 - 32 | 18        | 3.6                                  |
| 33 - 36 | 2         | 0.4                                  |

\*Maximum score possible--44.

TABLE A23

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--PART V

| Scores * | Frequency | Percentage of Students in Each Group |
|----------|-----------|--------------------------------------|
| 1 - 4    | ..        | ..                                   |
| 5 - 8    | 11        | 3                                    |
| 9 - 12   | 65        | 14                                   |
| 13 - 16  | 136       | 29                                   |
| 17 - 20  | 140       | 30                                   |
| 21 - 24  | 65        | 14                                   |
| 25 - 28  | 32        | 6                                    |
| 29 - 32  | 11        | 3                                    |
| 33 - 36  | 4         | 1                                    |

\*Maximum score possible--46.

TABLE A24

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--PART VI

| Scores * | Frequency | Percentage of Students in Each Group |
|----------|-----------|--------------------------------------|
| 1 - 4    | 15        | 3                                    |
| 5 - 8    | 139       | 30                                   |
| 9 - 12   | 225       | 48                                   |
| 13 - 16  | 71        | 15                                   |
| 17 - 20  | 8         | 2                                    |
| 21 - 24  | 3         | 0.7                                  |
| 25 - 28  | 2         | 0.4                                  |
| 29 - 32  | 1         | 0.2                                  |

\*Maximum score possible--29.

TABLE A25

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--PART VII

| Scores* | Frequency | Percentage of Students in Each Group |
|---------|-----------|--------------------------------------|
| 1 - 5   | ..        | ..                                   |
| 6 - 10  | 10        | 2                                    |
| 11 - 15 | 37        | 8                                    |
| 16 - 20 | 121       | 26                                   |
| 21 - 25 | 143       | 31                                   |
| 26 - 30 | 84        | 18                                   |
| 31 - 35 | 49        | 11                                   |
| 36 - 40 | 14        | 3                                    |
| 41 - 45 | 6         | 1                                    |

\*Maximum score possible--60.

TABLE A26

## DISTRIBUTION OF SCORES ON THE AMERICAN HISTORY TEST--TOTAL SCORE

| Scores*   | Frequency | Percentage of Students in Each Group |
|-----------|-----------|--------------------------------------|
| 20 - 29   | 1         | 0.2                                  |
| 30 - 39   | 33        | 7                                    |
| 40 - 49   | 84        | 18                                   |
| 50 - 59   | 130       | 28                                   |
| 60 - 69   | 107       | 23                                   |
| 70 - 79   | 63        | 14                                   |
| 80 - 89   | 30        | 6                                    |
| 90 - 99   | 10        | 2                                    |
| 100 - 109 | 4         | 1                                    |
| 110 - 119 | 2         | 0.4                                  |

\*Maximum score possible--150.



TABLE A27

CORRECT RESPONSES TO SELECTED QUESTIONS FROM THE  
AMERICAN HISTORY TEST

| Item<br>Number | Statement of Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Percentage of Correct<br>Responses |       |       |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------|-------|
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Boys                               | Girls | Total |
| 8              | Mark answer space<br>A. if it applies to the pe-<br>riod before Jefferson<br>became President (1800)<br>B. if it applies to the<br>period from the election<br>of Jefferson to the elec-<br>tion of Jackson (1800-<br>1828)<br>C. if it applies to the pe-<br>riod from the election<br>of Jackson to the begin-<br>ning of the Civil War<br>(1829-1861)<br>D. if it applies to the pe-<br>riod from the beginning<br>of the Civil War to the<br>election of 1896<br>E. if it applies to the pe-<br>riod since 1896 |                                    |       |       |
| 24             | Founding of American Feder-<br>ation of Labor<br>Which of the following sec-<br>tions has most consistently<br>supported one party in<br>presidential election since<br>the Civil War<br>A. Pacific<br>B. West North Central<br>C. South Atlantic<br>D. East North Central                                                                                                                                                                                                                                          | 30.2                               | 21.4  | 24.9  |
| 31             | Mark answer space<br>A. if it applies chiefly to<br>English settlement in<br>the New World<br>B. if it applies chiefly to<br>French settlement in the<br>New World<br>C. if it applies chiefly to<br>Spanish settlement in<br>the New World<br>D. if it applies to <u>none</u> of<br>the foregoing<br>Every free man had a right<br>to vote                                                                                                                                                                         | 68.7                               | 56.0  | 61.0  |
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 55.0                               | 51.4  | 52.8  |

TABLE A27--Continued

| Item Number | Statement of Question                                                                                                                                                                                                                                                                                                                                        | Percentage of Correct Responses |       |       |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                                                                                                                              | Boys                            | Girls | Total |
| 45          | Mark answer space<br>A. if it was brought about through amendment to the constitution<br>B. if it was brought about through legislation by Congress<br>C. if it was brought about through judicial interpretation<br>D. if it was brought about in some way other than the foregoing<br><br>The heads of departments constitute a cabinet                    | 26.4                            | 31.8  | 29.7  |
| 50          | Mark answer space<br>Same as for question 45<br><br>States may not deny voting rights on account of race or sex                                                                                                                                                                                                                                              | 62.6                            | 67.5  | 65.6  |
| 73          | Mark answer space<br>A. if it applies to the period following the Civil War (1865-80)<br>B. if it applies to the period following the first World War (1918-32)<br>C. if it applies to <u>both</u> of these periods<br>D. if it applies to <u>neither</u> of these periods<br><br>A large amount of public land was given away free to railroad corporations | 71.4                            | 57.1  | 62.8  |
| 94          | Mark answer space<br>A. if it applies to the battle of Yorktown<br>B. if it applies to the battle of New Orleans<br>C. if it applies to the battle of Vicksburg<br>D. if it applies to none of these battles<br><br>It ended the War of Independence                                                                                                         | 64.8                            | 52.5  | 57.4  |

TABLE A27--Continued

| Item Number | Statement of Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Percentage of Correct Responses |       |       |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Boys                            | Girls | Total |
| 96          | Three of the following ideas are part of a common tradition which Americans share with the English. <u>One</u> is more distinctively an American original contribution to thought and practice. Which is this one?<br>A. all men are free and equal in the eyes of the law<br>B. free public education should be provided at all levels of education<br>C. a legislature with considerable powers, elected by qualified voters, is a necessary part of good government<br>D. fair trial by a jury of one's equals is a right of all free men | 29.7                            | 21.8  | 24.9  |
| 100         | Which <u>one</u> of the following was a <u>fundamental</u> cause of the American Revolution?<br>A. the colonists were angered by some of the taxes imposed by the British government<br>B. Boston civilians were killed by the British soldiers in the "Boston Massacre"<br>C. the distance from England and the different conditions with which the colonists were faced weakened their ties with England<br>D. England was governed by an oligarchy under a king; it was not a democracy                                                   | 20.9                            | 13.2  | 16.2  |
| 120         | Three of the following occurred during the New Deal. Which <u>one</u> did <u>not</u> ?                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                 |       |       |

TABLE A27--Continued

| Item<br>Number | Statement of Question                                                                                                                                                                                                                                                                                                                                    | Percentage of Correct<br>Responses |       |       |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------|-------|
|                |                                                                                                                                                                                                                                                                                                                                                          | Boys                               | Girls | Total |
| 133            | A. unionization for the first time of many workers in mass-production industries<br>B. legislation requiring employers to bargain collectively<br>C. legislation setting minimum wage rates in many industries<br>D. legislation requiring employers to give unions a part in the management of the business                                             | 44.5                               | 37.9  | 40.5  |
|                | Three of the following have occurred since the Civil War. Which <u>one</u> has <u>not</u> occurred?                                                                                                                                                                                                                                                      |                                    |       |       |
| 140            | A. women have been given the right to vote<br>B. the people have begun to choose their senators by direct election<br>C. members of Congress have been made subject to recall<br>D. citizenship has been granted to the Negroes                                                                                                                          | 42.9                               | 41.1  | 41.8  |
|                | What were the "Fourteen Points"?<br>A. parts of the Treaty of Versailles to which some senators objected<br>B. demands made by some senators for change in the Treaty of Versailles<br>C. President Wilson's statement of the main points that ought to be the basis of a peace treaty<br>D. the chief sections of the Covenant of the League of Nations |                                    |       |       |
|                |                                                                                                                                                                                                                                                                                                                                                          | 69.6                               | 68.6  | 69.0  |

TABLE A28

## DISTRIBUTION OF SCORES ON THE CIVICS TEST--PART I

| Scores * | Frequency | Percentage of Students in Each Group |
|----------|-----------|--------------------------------------|
| 0 - 1    | 7         | 2                                    |
| 2 - 3    | 20        | 7                                    |
| 4 - 5    | 72        | 16                                   |
| 6 - 7    | 90        | 20                                   |
| 8 - 9    | 113       | 25                                   |
| 10 - 11  | 96        | 21                                   |
| 12 - 13  | 30        | 7                                    |
| 14 - 15  | 10        | 2                                    |

\*Maximum score possible--15.

TABLE A29

## DISTRIBUTION OF SCORES ON THE CIVICS TEST--PART II

| Scores * | Frequency | Percentage of Students in Each Group |
|----------|-----------|--------------------------------------|
| 0 - 3    | ..        | ..                                   |
| 4 - 7    | 2         | 0.4                                  |
| 8 - 11   | 14        | 3                                    |
| 12 - 15  | 42        | 9                                    |
| 16 - 19  | 98        | 22                                   |
| 20 - 23  | 96        | 22                                   |
| 24 - 27  | 94        | 21                                   |
| 28 - 31  | 63        | 14                                   |
| 32 - 35  | 33        | 7                                    |
| 36 - 39  | 5         | 1                                    |

\*Maximum score possible--45.



TABLE A30

## DISTRIBUTION OF SCORES ON THE CIVICS TEST--PART III

| Scores* | Frequency | Percentage of Students in Each Group |
|---------|-----------|--------------------------------------|
| 0 - 3   | ..        | ..                                   |
| 4 - 7   | 4         | 1                                    |
| 8 - 11  | 22        | 5                                    |
| 12 - 15 | 51        | 11                                   |
| 16 - 19 | 115       | 26                                   |
| 20 - 23 | 124       | 28                                   |
| 24 - 27 | 86        | 19                                   |
| 28 - 31 | 28        | 6                                    |
| 32 - 35 | 14        | 3                                    |
| 36 - 39 | 3         | 0.7                                  |

\*Maximum score possible--45.

TABLE A31

## DISTRIBUTION OF SCORES ON THE CIVICS TEST--PART IV

| Scores <sup>4*</sup> | Frequency | Percentage of Students in Each Group |
|----------------------|-----------|--------------------------------------|
| 0 - 3                | 2         | 0.5                                  |
| 4 - 7                | 35        | 8                                    |
| 8 - 11               | 124       | 28                                   |
| 12 - 15              | 154       | 34                                   |
| 16 - 19              | 97        | 22                                   |
| 20 - 23              | 30        | 7                                    |
| 24 - 27              | 5         | 1                                    |

\*Maximum score possible--30.

TABLE A32  
DISTRIBUTION OF SCORES ON THE CIVICS TEST--TOTAL SCORES

| Scores*   | Frequency | Percentage of<br>Students in<br>Each Group |
|-----------|-----------|--------------------------------------------|
| 20 - 29   | 4         | 1                                          |
| 30 - 39   | 24        | 5                                          |
| 40 - 49   | 70        | 15                                         |
| 50 - 59   | 82        | 18                                         |
| 60 - 69   | 97        | 22                                         |
| 70 - 79   | 94        | 21                                         |
| 80 - 89   | 45        | 10                                         |
| 90 - 99   | 18        | 4                                          |
| 100 - 109 | 12        | 3                                          |
| 110 - 119 | 1         | 0.2                                        |

\*Maximum score possible--135.

TABLE A33

CORRECT RESPONSES TO SELECTED QUESTIONS ON  
THE CIVICS TEST

| Item<br>Number | Statement of Question                                                                                                                                                                                                                                                                                                                                                                                                                                   | Percentage of Correct<br>Responses |       |       |
|----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------|-------|
|                |                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Boys                               | Girls | Total |
| 4              | For each of the following items select the word or phrase from the list at the right to which it is most closely related or which it best describes<br><br>An individual asks a court for an order to prevent the construction of a subway on the grounds that it will do irreparable damage to his property<br>A. writ of habeas corpus<br>B. writ of quo warranto<br>C. writ of mandamus<br>D. injunction<br>E. warrant                               | 60.0                               | 41.7  | 49.8  |
| 9              | The Democratic and Republican candidates for governor were chosen at a recent election<br>A. initiative<br>B. direct primary<br>C. referendum<br>D. recall<br>E. apportionment                                                                                                                                                                                                                                                                          | 89.5                               | 80.6  | 85.7  |
| 20             | The following items, 16-21, deal with the rights enjoyed by Americans during times of peace.<br>Mark answer space.<br>A. if it is best described as a right enjoyed by every citizen without his having to meet any special qualification or requirement<br>B. if it is best described as a right enjoyed only by those persons who meet some qualification or requirement<br>C. if it is neither of the foregoing<br><br>To be informed of the charges |                                    |       |       |

TABLE A33--Continued

| Item Number | Statement of Question                                                                                                                                                                                                                                                                                                                                                                                                               | Percentage of Correct Responses |       |       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                     | Boys                            | Girls | Total |
| 23          | against one if one is arrested                                                                                                                                                                                                                                                                                                                                                                                                      | 71.9                            | 57.9  | 66.8  |
|             | The following items, 22 to 33, deal with trends in government in the United States during the last fifty years<br>Mark answer space<br>A. if the item refers to something that has <u>in-creased</u> in the United States during the last fifty years<br>B. if the item refers to something that has de-creased in the United States during the last fifty years<br>C. if we cannot say that it has clearly in-creased or decreased |                                 |       |       |
| 28          | The number of governmental agencies that combine some administrative, legislative and judicial powers                                                                                                                                                                                                                                                                                                                               | 74.3                            | 66.7  | 70.4  |
|             | Same instructions as for item No.23<br>Use of the income tax as a source of revenue by <u>local</u> governments                                                                                                                                                                                                                                                                                                                     | 32.2                            | 20.4  | 25.7  |
| 39          | Mark answer space<br>A. if it is chiefly a function or power of the <u>federal government</u><br>B. if it is chiefly a function or power of <u>state government</u><br>C. if it is a function or power of <u>both</u> the federal government and of state governments<br>D. if it is a function or power of <u>neither</u> the federal government nor state government                                                              |                                 |       |       |
|             | To prosecute persons for passing counterfeit money                                                                                                                                                                                                                                                                                                                                                                                  | 86.5                            | 77.6  | 81.4  |

TABLE A33--Continued

| Item Number | Statement of Question                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Percentage of Correct Responses |       |       |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Boys                            | Girls | Total |
| 46          | <p>The following items, 44-51, deal with the organizations and functions of the Congress of the United States. Mark answer space</p> <p>A. if it refers to the <u>Senate</u></p> <p>B. if it refers to the <u>House of Representatives</u></p> <p>C. if it refers to <u>both</u> the Senate and the <u>House</u></p> <p>D. if it refers to <u>neither</u> the Senate nor the <u>House</u></p> <p>All treaties are subject to its approval</p>                                                     | 46.6                            | 47.3  | 46.9  |
| 68          | <p>Choose one answer space for each of the following. Three of the following are characteristics of American government. Which <u>one</u> is not?</p> <p>A. <u>some</u> of the rights of its citizens are guaranteed in a constitution</p> <p>B. it has a federal system of government</p> <p>C. power and responsibility are concentrated in the legislative branch of the government</p> <p>D. its citizens elect persons to put into effect their wishes with respect to national policies</p> | 55.0                            | 57.6  | 56.6  |
| 74          | <p>Choose one answer for each of the following. A city government provides citizens with protection against three of the following. Which <u>one</u> does it <u>not</u> provide protection against</p>                                                                                                                                                                                                                                                                                            |                                 |       |       |



TABLE A33--Continued

| Item Number | Statement of Question                                                                                                                                                                                                                                       | Percentage of Correct Responses |       |       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                             | Boys                            | Girls | Total |
| 85          | A. unemployment<br>B. the spread of fires<br>C. the spread of contagious disease<br>D. Fraud in weights and measures                                                                                                                                        | 78.4                            | 76.7  | 77.3  |
|             | Choose one answer for each of the following. The division of power between the central government and the states in the United States derives from                                                                                                          |                                 |       |       |
| 93          | A. the Magna Charta<br>B. the relationship between the British government and its colonies<br>C. the provisions of the Articles of Confederation<br>D. the "Bill of Rights"                                                                                 | 12.3                            | 19.3  | 15.9  |
|             | Choose one answer for each of the following. Three of the following are functions which political parties perform. Which one is <u>not</u> a function of political parties?                                                                                 |                                 |       |       |
| 99          | A. they provide candidates for government offices<br>B. they develop programs to meet national problems and try to put them into operation<br>C. they determine who has the right to vote<br>D. they give organized expression to the wishes of many voters | 83.6                            | 79.4  | 81.3  |
|             | Choose one answer for each of the following. In the last twenty years the group which has suffered most from restrictions on their right to vote are                                                                                                        |                                 |       |       |
|             | A. catholics<br>B. southern Negroes                                                                                                                                                                                                                         |                                 |       |       |

TABLE A33--Continued

| Item Number | Statement of Question                                                                                                                                                                   | Percentage of Correct Responses |       |       |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                         | Boys                            | Girls | Total |
| 113         | C. members of labor unions                                                                                                                                                              |                                 |       |       |
|             | D. people who hold fascist opinions                                                                                                                                                     | 89.0                            | 82.3  | 85.2  |
| 126         | Choose one answer for each of the following. Three of the following are true statements about methods used by states to control local government. Which one is false?                   |                                 |       |       |
|             | A. state constitutions often fix the organization of local governments                                                                                                                  |                                 |       |       |
|             | B. local governments are often dependent upon financial aid from the state                                                                                                              |                                 |       |       |
|             | C. state governments appoint the chief officials of local governments                                                                                                                   |                                 |       |       |
|             | D. states often pass on and supervise the expenditure of revenues by local governments                                                                                                  | 55.0                            | 59.3  | 57.6  |
| 126         | Choose one answer for each of the following. Three of the following help to explain correctly the economic difficulties of American farmers after the last war. Which one is incorrect? |                                 |       |       |
|             | A. some foreign markets for farm products were lost to competitors                                                                                                                      |                                 |       |       |
|             | B. farmers had to pay high prices for the goods they purchased and received low prices for farm commodities                                                                             |                                 |       |       |
|             | C. there was more food produced in the United States than the people were able to consume                                                                                               |                                 |       |       |

TABLE A33--Continued

| Item Number | Statement of Question                                                                                                                                                                                                                                                                                                                                                                                              | Percentage of Correct Responses |       |       |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                                                                                                                                                                                    | Boys                            | Girls | Total |
| 135         | D. farms bought during the first World War were burdened with heavy mortgages                                                                                                                                                                                                                                                                                                                                      | 21.6                            | 42.4  | 33.3  |
|             | The attempts of the federal government to regulate child labor have been chiefly intended to<br>A. regulate private enterprise more effectively<br>B. improve the health and education of young children<br>C. stop child labor from competing with adult labor<br>D. control the activities of children and teach them ideas favorable to the government                                                          | 72.5                            | 80.7  | 77.1  |
| 142         | The amount of money paid in taxes to the Federal government by the people of the United States during the last fifteen years<br>A. is much larger than the amount of money spent by the Federal government in this period<br>B. is about as large as the amount of money spent by the Federal government in this period<br>C. is much less than the amount of money spent by the Federal government in this period | 58.0                            | 45.6  | 50.3  |

TABLE A34

DISTRIBUTION OF SCORES ON THE CONTEMPORARY  
AFFAIRS TEST--PART I

| Scores* | Frequency | Percentage of<br>Students in<br>Each Group |
|---------|-----------|--------------------------------------------|
| 0 - 3   | 5         | 1                                          |
| 4 - 7   | 46        | 10                                         |
| 8 - 11  | 94        | 21                                         |
| 12 - 15 | 117       | 26                                         |
| 16 - 19 | 99        | 22                                         |
| 20 - 23 | 64        | 15                                         |
| 24 - 27 | 21        | 4                                          |
| 28 - 31 | 1         | 0.2                                        |

\*Maximum score possible--30.

TABLE A35

DISTRIBUTION OF SCORES ON THE CONTEMPORARY  
AFFAIRS TEST--PART II

| Scores* | Frequency | Percentage of<br>Students in<br>Each Group |
|---------|-----------|--------------------------------------------|
| 0 - 3   | 1         | 0.2                                        |
| 4 - 7   | 12        | 3                                          |
| 8 - 11  | 61        | 14                                         |
| 12 - 15 | 115       | 25                                         |
| 16 - 19 | 136       | 30                                         |
| 20 - 23 | 107       | 24                                         |
| 24 - 27 | 15        | 3                                          |
| 28 - 31 | ..        | ..                                         |

\*Maximum score possible--30.

TABLE A36

DISTRIBUTION OF SCORES ON THE CONTEMPORARY  
AFFAIRS TEST--PART III

| Scores* | Frequency | Percentage of<br>Students in<br>Each Group |
|---------|-----------|--------------------------------------------|
| 0 - 1   | 2         | 0.5                                        |
| 2 - 3   | 12        | 3                                          |
| 4 - 5   | 47        | 10                                         |
| 6 - 7   | 111       | 25                                         |
| 8 - 9   | 128       | 28                                         |
| 10 - 11 | 81        | 18                                         |
| 12 - 13 | 53        | 12                                         |
| 14 - 15 | 13        | 3                                          |

\*Maximum score possible--15.

TABLE A37

DISTRIBUTION OF SCORES ON THE CONTEMPORARY  
AFFAIRS TEST--PART IV

| Scores* | Frequency | Percentage of<br>Students in<br>Each Group |
|---------|-----------|--------------------------------------------|
| 0 - 1   | 8         | 2                                          |
| 2 - 3   | 52        | 12                                         |
| 4 - 5   | 123       | 27                                         |
| 6 - 7   | 122       | 27                                         |
| 8 - 9   | 85        | 19                                         |
| 10 - 11 | 42        | 9                                          |
| 12 - 13 | 14        | 3                                          |
| 14 - 15 | 1         | 0.2                                        |

\*Maximum score possible--15.



TABLE A38  
DISTRIBUTION OF SCORES ON THE CONTEMPORARY  
AFFAIRS TEST--PART V

| Scores* | Frequency | Percentage of<br>Students in<br>Each Group |
|---------|-----------|--------------------------------------------|
| 0 - 1   | 13        | 3                                          |
| 2 - 3   | 58        | 13                                         |
| 4 - 5   | 101       | 23                                         |
| 6 - 7   | 123       | 28                                         |
| 8 - 9   | 91        | 20                                         |
| 10 - 11 | 47        | 10                                         |
| 12 - 13 | 11        | 2                                          |
| 14 - 15 | 3         | 0.7                                        |

\*Maximum score possible--15.

TABLE A39  
DISTRIBUTION OF SCORES ON THE CONTEMPORARY  
AFFAIRS TEST--PART VI

| Scores* | Frequency | Percentage of<br>Students in<br>Each Group |
|---------|-----------|--------------------------------------------|
| 0 - 1   | 10        | 2                                          |
| 2 - 3   | 19        | 4                                          |
| 4 - 5   | 57        | 13                                         |
| 6 - 7   | 87        | 19                                         |
| 8 - 9   | 102       | 23                                         |
| 10 - 11 | 92        | 21                                         |
| 12 - 13 | 54        | 12                                         |
| 14 - 15 | 26        | 6                                          |

\*Maximum score possible--15.

TABLE A40  
DISTRIBUTION OF SCORES ON THE CONTEMPORARY  
AFFAIRS TEST--TOTAL SCORES

| Scores*   | Frequency | Percentage of<br>Students in<br>Each Group |
|-----------|-----------|--------------------------------------------|
| 1 - 10    | 1         | 0.2                                        |
| 11 - 20   | 4         | 0.8                                        |
| 21 - 30   | 6         | 1                                          |
| 31 - 40   | 52        | 12                                         |
| 41 - 50   | 75        | 17                                         |
| 51 - 60   | 94        | 21                                         |
| 61 - 70   | 86        | 19                                         |
| 71 - 80   | 69        | 15                                         |
| 81 - 90   | 47        | 11                                         |
| 91 - 100  | 11        | 2                                          |
| 101 - 110 | 2         | 0.4                                        |
| 111 - 120 | ..        | ..                                         |

\*Maximum score possible--120.

TABLE A41

CORRECT RESPONSES TO SELECTED QUESTIONS FROM  
THE CONTEMPORARY AFFAIRS TEST

| Item<br>Number | Statement of Question                                                                                                                                                                                                               | Percentage of Correct<br>Responses |       |       |
|----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|-------|-------|
|                |                                                                                                                                                                                                                                     | Boys                               | Girls | Total |
| 10             | The successor to Sumner Welles as Secretary of State is<br>1. Edward R. Stettinius, Jr.<br>2. Joseph Davies<br>3. Francis Biddle<br>4. Norman Davis                                                                                 | 55.3                               | 49.5  | 51.7  |
| 23             | Early in 1944, Robert E. Hannegan became<br>1. Democratic National Committee Chairman<br>2. President of the National Association of Manufacturers<br>3. Speaker of the House of Representatives<br>4. Assistant Secretary of State | 54.7                               | 44.4  | 48.3  |
| 30             | The last pocket of German resistance in North Africa was located<br>1. at Tripoli<br>2. on the Cape Bon peninsula<br>3. on the Mareth Line<br>4. at El Alamein                                                                      | 24.1                               | 13.4  | 17.4  |
| 35             | Twice during 1943 Secretary Ickes was called upon to direct the government operation of the<br>1. railroads<br>2. coal mines<br>3. steel mills<br>4. transcontinental airlines                                                      | 71.2                               | 73.3  | 72.5  |
| 44             | Modification of the Little Steel formula was consistently demanded by labor organizations throughout 1943 on the grounds that<br>1. higher wages would enable the government to collect higher taxes                                |                                    |       |       |

TABLE A41--Continued

| Item Number | Statement of Question                                                                                                                                                                                         | Percentage of Correct Responses |       |       |
|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                               | Boys                            | Girls | Total |
| 1           | 2. workers were required to work longer hours<br>3. the cost of living had increased more than 15% since January, 1941<br>4. longer hours and increased efficiency had resulted in a greater total production | 58.8                            | 58.5  | 58.6  |
|             | The waste fats salvaged by housewives are used in the manufacture of                                                                                                                                          |                                 |       |       |
| 5           | 1. concentrated food tablets<br>2. explosives<br>3. penicillin<br>4. lubricating oil                                                                                                                          | 94.7                            | 94.6  | 94.6  |
|             | "Radar" is the name given an electronic instrument which is used in                                                                                                                                           |                                 |       |       |
| 19          | 1. setting off the explosives in rocket guns<br>2. sending messages from forward observation posts to headquarters<br>3. aiding heavily laden aircraft to get off the ground<br>4. detecting aircraft         | 77.6                            | 56.7  | 64.7  |
|             | The robe featured in Lloyd C. Douglas' book <u>The Robe</u> , is the one                                                                                                                                      |                                 |       |       |
| 23          | 1. for which the soldiers gambled after the crucifixion<br>2. worn by King Arthur at his coronation<br>3. which St. Martin shared with the beggar<br>4. worn by Caesar at his assassination                   | 45.3                            | 61.7  | 55.5  |
|             | In <u>Under Cover</u> the secrets of subversive organizations within America are revealed by                                                                                                                  |                                 |       |       |
|             | 1. an investigator who posed as a co-conspirator                                                                                                                                                              |                                 |       |       |

TABLE A41--Continued

| Item Number | Statement of Question                                                                                                                                                                                                               | Percentage of Correct Responses |       |       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                     | Boys                            | Girls | Total |
| 33          | 2. the Dies Committee<br>3. the American First Committee<br>4. Walter Winchell                                                                                                                                                      | 38.2                            | 45.1  | 42.5  |
|             | The four widely exhibited paintings, each representing one of the "Four Freedoms," are the work of<br>1. Thomas Benton<br>2. Salvador Dali<br>3. Norman Rockwell<br>4. James Steuart Curry                                          | 40.6                            | 38.3  | 39.1  |
| 43          | The celebrated pianist and composer who died in 1943, shortly after he became an American citizen, was<br>1. Sergei Rachmaninoff<br>2. Pietro Yon<br>3. Sir Carl Busch<br>4. Lorenz Hart                                            | 50.6                            | 49.5  | 50.0  |
|             | The young singer whose radio appearances are marked by the squeals of appreciation of his "teen-age" listeners is<br>1. Ray Eberle<br>2. Bing Crosby<br>3. Frank Sinatra<br>4. Dennis Day                                           | 88.8                            | 87.7  | 88.1  |
| 48          | "Oh! What a Beautiful Mornin'" is a hit tune from the popular musical show<br>1. <u>Early to Bed</u><br>2. <u>Oklahoma</u><br>3. <u>Rosalinda</u><br>4. <u>Something for the Boys</u>                                               | 58.8                            | 72.6  | 67.3  |
|             | The Heisman trophy, awarded annually to the nation's outstanding college football player, was won in 1943 by<br>1. Frank Sinkwich (Georgia)<br>2. Angelo Bertelli (Notre Dame)<br>3. Bill Daley (Michigan)<br>4. Hal Hamberg (Navy) | 54.7                            | 36.8  | 45.9  |



TABLE A42

## DISTRIBUTION OF SCORES ON THE TEST OF THE HOME COMMUNITY

| Scores* | Frequency | Percentage of Students in Each Group |
|---------|-----------|--------------------------------------|
| 0 - 9   | ..        | ..                                   |
| 10 - 19 | 1         | 0.2                                  |
| 20 - 29 | 2         | 0.4                                  |
| 30 - 39 | 28        | 6                                    |
| 40 - 49 | 83        | 18                                   |
| 50 - 59 | 114       | 25                                   |
| 60 - 69 | 129       | 29                                   |
| 70 - 79 | 80        | 18                                   |
| 80 - 89 | 14        | 3                                    |
| 90 - 99 | ..        | ..                                   |

\*Maximum score possible--96.

TABLE A43

## CORRECT RESPONSES TO SELECTED QUESTIONS FROM THE HOME COMMUNITY TEST

| Item Number | Statement of Question                                                                                                                                                                                                                                                                                       | Percentage of Correct Responses |       |       |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                                                                             | Boys                            | Girls | Total |
| 8           | Springfield is classified as<br>1. a first class city<br>2. a second class city<br>3. a third class city                                                                                                                                                                                                    | 64.5                            | 70.9  | 68.4  |
| 15          | A voter in Springfield must have all but one of the following qualifications<br>1. be over 21 years of age<br>2. have lived in the county 60 days<br>3. have lived in the state one year<br>4. have lived in the precinct 10 days<br>5. have been properly registered<br>6. have voted in the last election | 83.7                            | 86.6  | 85.5  |

TABLE A43--Continued

| Item Number | Statement of Question                                                                                                                                                                                                                                                                                                                                                          | Percentage of Correct Responses |       |       |
|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|-------|-------|
|             |                                                                                                                                                                                                                                                                                                                                                                                | Boys                            | Girls | Total |
| 16          | The form of city government which Springfield has is called<br>1. the city management plan<br>2. the mayor-council form<br>3. the Commission form                                                                                                                                                                                                                              | 61.0                            | 72.0  | 67.7  |
| 23          | The city government is made up of five departments:<br>1. Department of Public Safety (The Mayor)<br>2. Department of Health<br>3. Department of Revenue<br>4. Department of Streets<br>5. Department of Utilities<br>Below is a list of duties.<br>. . . . . Select department (above) responsible for the work after each number below<br>14. purchase supplies for the city | 33.1                            | 36.2  | 35.0  |
| 25          | The following courts hold session in Springfield<br>1. Circuit Court<br>2. Justice of the Peace Courts<br>3. Springfield Court of Appeals<br>4. Federal Court<br>5. Municipal Court<br>Select the court trying the cases listed below<br>1. traffic offenses                                                                                                                   | 68.0                            | 41.0  | 51.6  |
| 26          | The following is a list of outstanding Springfieldians. Opposite are phrase descriptions of them. Place the number of the description after the number given the person<br>1. H.P. Study 1.<br>2.<br>16. Superintendent of Schools                                                                                                                                             | 97.7                            | 97.7  | 97.7  |







